A COMPARATIVE STUDY OF STUDY HABITS, EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF CHILDREN OF WORKING AND NON-WORKING MOTHERS

THESIS

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By

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Certificate

*This is to certify that the thesis entitled "**A Comparative Study of Study Habits, Emotional Intelligence and Academic Achievement of Children of Working and Non-Working Mothers**" being submitted by **Mr. Mehraj Ud Din Sheikh** embodies original work done by the candidate himself can be considered a contribution to knowledge in the field of education.*

It is further certified that he has fulfilled all the conditions laid down in the academic ordinances of the University with regard to the PhD degree. The entire work was carried out under my supervision and that I allow him to submit the same in fulfilment of the requirements of the degree of Doctor of Philosophy in Education of this University.

Q. Jahan
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(Supervisor)

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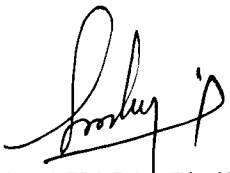

Mehraj Ud Din Sheikh

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ABBREVATIONS

EI	Emotional Intelligence
PA	Personal Awareness
PM	Personal Management
SH	Study Habits
WM	Working Mothers
NWM	Non- Working Mothers
SD	Standard Deviation
SEM	Standard Error Mean
Sk	Skewness
Ku	Kurtosis
F	Frequency
c.f	cumulative frequency
% c.f	percentage cumulative frequency
df	degree of freedom
ANOVA	Analysis of Variance
SPSS	Statistical Package for Social Sciences

CHAPTER-I

INTRODUCTION

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CHAPTER-I

INTRODUCTION

Industrialization followed by westernization resulted in global change in the outlook of people. To have comfortable and luxurious life resulted in demand for more pay packets and single man are not thereby able to meet the increased demands, lead to women also come out as a paid worker and earner. Working mother is not a new addition to the Indian sense. Women in the lower strata of the society have been working since long in factories or as unskilled labour. By coming out of their homes as a gainful employment, women have broken their traditional notion that men was provider on he would hunt and bring home the food, and women as the nurturer would stay at home and take care of the husband and the children but all that has changed now. Men are not taking up the house husband's role with resentment or lack of option. But with proper understanding and is a mature and well thought decision taken by them.

Women employment rate has increased very rapidly over the last several years. Entry of women in the field of salaried jobs was a result of number of factor such as economic needs, spread of education among women, social and national reform movements attracted the attention of the people towards women empowerment, search of identity, freedom to women all over the world by recognizing equality as a fundamental right irrespective of sex, race etc. The education of women is not imperative for the benefit of women only but uplift of the society also. Today women from all corners started working in government, semi government or private salaried jobs.

The double responsibilities of today's working mother have left her with comparatively lesser time with her children. The unattended children do not get proper directions to channelize their potentialities. A large number of delinquents, dropouts, runaways etc come from disturbed or neglected family backgrounds. The personality traits like discipline, sincerity, punctuality, emotional strength etc are laid in the unconscious mind of the child itself and are engraved there permanently. The tension due to the work stress at workplace is carried along with the home and

dumped at the helpless and innocent children. The children feel themselves refugee at their homes.

This is the pathetic aspect of working mother but there is another side of the coin also which is much pleasant and progressive. An educated working mother contact circle is larger than the educated non-working mother. Besides the four walls of the house and the limited number of relatives in case of non-working mother, working mothers come in direct or indirect contact with wide range of information, personalities, professionals etc around the world. A working mother thus may be found more capable to tackle the teenage turmoil of her children than a non-working mother who is not much aware of the progressively changing outside world. A working mother may be more capable of providing educational, social, vocational and emotional guidance to her children.

Educationists, psychologists and sociologists got interested in the field of children of working and non-working mothers, to find out the problems and benefits. Dyahadroy (2007) states maternal employment may not have any distinct negative impact on preschool children's intellectual development. Some studies revealed that while the lack of mothers presence can impact a child negatively this impact is not as serve as what occurs if the mother does not work. Such factors include poverty, parental education and quality childcare (Booth, 2000). Children of working mothers do not suffer any differently from anxiety, antisocial behavior or stress related problems than those of non-working mothers, had fewer stereotyped gender-role attitudes and felt their mothers are more competent. Children of working mothers were also found to have a feeling of that they had control over their environment (Gershaw, 1988). The working mother encouraged their children to be more independent, self-sufficient and self-independent from an early age (Hock, 1980). Maternal employment did not influence the need for achievement motivation (Vaidya, 2000). Children of employed mothers exhibited significantly higher need for achievement, exhibition, autonomy, dominance, abasement, nurturance, heterosexuality and aggression (Antony, 1999). Children of working mothers exhibited significantly more ego dominance than children of non-working mothers (Khattar, 1990). They are less excitable, more disciplined, more assertive and more independent than the children of non-working

women (Taori, 1986). The children of non-working mothers were found to be more excited, anxious, tender-hearted, sensitive, dependent and more protected (Sharma, R.A., 1986). Study conducted by Singh (1996) found that subjects of working group of mothers generally seemed to be out going, open minded, emotionally more stable, bold, venture some, adaptive to change, independent in decision making and active, while students of non-working group of mothers were found more reserved, less out going, emotional, shy, conservative, withdrawing, traditional oriented and depending. Panda et al (1995) also reported that working mother's daughters were more extroverted, independent, confident, emotionally stable and less aggressive and less anxious than daughters of non-working mothers. Work usually adds meaning to life this is especially true for women who enjoy their work. If a working mother is happy with her job to provide her child daily needs they may perform as a parent as well or better than a non-working mother.

As against to the above studies, some investigators found negative impact of maternal employment on children. Hoffman (1961) found that children of working mothers have lower intellectual performance than a matched group of children whose mother does not work. Study conducted by Taori (1986) reported that children of working women are less intelligent. Children of non-working parent get higher grades in high schools, but at the same time feel less pressure about doing so (Essortment, 2002). Nye (1959) reported that there are significant more delinquent children in intact families in which the mother is employed than in intact families in which the mother is at home. The difference between the two groups decreases when the size of the family, socio-economic status, urban rural residence and sex of the adolescent are controlled by sub-sampling. Social adjustment of daughters of non-working mother's is higher than that of son's of working mothers (Pandya, 1996). Daughters of working mothers exhibited more frustration as compared to the daughters of non-working mothers (Mallik and Katyal, 1993). Psychosocial development of the daughter's of employed mothers is lower than that of the daughters of non-employed mothers (Dyahadroy, 2007). Investigators got interested in the field of children of working and non-working mothers. Few studies were conducted on psychological variables which revealed that mother's employment is positively and negatively related with their children. Very few studies were conducted on study habit and emotional intelligence.

Therefore, the present investigator makes a humble attempt to study the study habits, emotional intelligence and academic achievement of children of working and non-working mothers.

(a) Study Habits

Learning has been deeply rooted in Indian traditions. Reading, which is a long-term habit starting with the very early ages, is prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, study habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, study is an access to social, economic and civic life (Clark and Rumbold, 2006). Moreover, all study patterns in terms of emotional response enhance emotional satisfaction of individuals (Sarland, 1991). For continuous and regular progress in education process, learners need to be enhanced to gain study habits so as to fulfill individual improvement. Teachers teach all students collectively but all students do not get the same grades. At this stage we see underachievers and high achievers in educational achievements. There may be number of reasons but one of the reason may be the students fail to make good habits to learn the lessons. Study habits of the children could play important role in learning process reflected in the academic achievement of student's. There exists a positive and significant relationship between study habits and academic achievement (Raiz et al., 2002; Gakhar, 2005; Lakshminarayanan et al., 2006; Misra, 1992; Tuli, 1981; Jain, 1967; Kaur & Lekhi, 1995; Khan, N., 1993; Ramaswamy, 1990; Mehta *et al.*, 1989-90). Ozsoy et al. (2009) revealed that there is a significant relation between the metacognition scores and SSHA scores of students in medium level. Metacognition scores are significantly related to both study habits and study attitudes. Guidance services have significant effect on the student's study attitudes, study habits and academic achievement (Ch. Abid, 2006). As against to this, study conducted by Mehdi (1965) contributed that study habit is not found to contribute significantly to the predictor of academic achievement. There is no significant difference in study habits between boys and girls (Sampath and Selvarajgnanaguru, 1997; Stella & Purushothaman, 1993; Christian, 1983). All the study habit's sub-scales, 'teacher

consultation' are most influential while the 'time allocation' exercise, concentration, note taking, reading and assignments are regarded as less integral to student's academic performances (Oluwatimilehin & Owoyele, 2012). Study habits treatment alone did not contribute significantly to the student's performance in English, achievement motivation seems to account for the greater proportion of the observed difference in the English language performance (Jegede et al., 1997).

Study habits are the ways that you study-the habits that you have formed during your school years. In the literature, study habits are usually defined as student's ability to manage time and other resources to complete an academic task successfully. 'Study habit' is the amount and kind of studying routines which the student is used during a regular period of study occurred in a conducive environment. Some of the definitions of study habits are as:

- Study habits are, "the students' way of studying whether systematic, efficient or inefficient" **(Good, 1973)**.
- Study habits are "the adopted way and manner, a student plans his private reading, after classroom learning so as to attain mastery of the subject" **(Azikiwe 1998)**.
- Study habits are, "learned patterns of studying that may occur with or without conscious awareness or deliberate efforts" **(Flippo & Caverly, 2000)**.

In recent years study skills and study habits or behaviors has been distinctly differentiated. Bliss & Mueller (1987) were among the first to note that the difference lies in distinguishing between potential and actual behavior. This distinction is elaborated as:-

Study skills: study skills are usually steps or procedures such as highlighting, outlining, note-taking, summarizing etc. that may be taught through explicit instruction (Gettinger & Seibert, 2002). Study skills are the specific techniques that make up the study plan.

Study habits/ behaviors: A study behavior by contrast constitutes the overall approach itself, representing the student's concept of how to accomplish learning

goals and the specific actions taken (Jones, Slate, Perez & Marini, 1996). A good example might be, a student first deciding to study every night and then employing a combination of mnemonics for memorizing key terms, skimming text material to ascertain organizational patterns and jotting down answers to possible exam questions (Woolfolk, 2004); an optimum strategic combination of skills and violations. The elements of study behaviors include, for examples study time planning, frequency of studying, duration of studying and choice and application of appropriate study skills.

Researchers have found that there is a marked difference in the study habits of an effective student and that of an ineffective student. Effective learners treat studying as purposeful and have a reason for directing attention and resources. Ineffective students have native theories about what it takes to learn new information and what it takes to meet tasks and text needs (Brown, Brandsford, Ferrara & Campione, 1983). Occasionally, a slight change in the way of studying makes an ordinary performance into a better one. The following are some reasons that many students lack effective methods of study.

Firstly, they have not been taught study techniques or the appropriate time to use them.

Second, they cannot self-regulate the study strategies they know, for example, some students use one strategy in every learning situation and cannot tell when this technique is ineffective for learning information.

Third, students do not think to apply the strategy they do know, they simply read and remember what they read.

Very few studies were conducted on children of working and non-working mothers. Sheikh, M.D & Jahan, Q (2012) conducted a study to compare the study habits of higher secondary school students of working and non-working mothers. The study revealed an insignificant differences between the adolescent students of working mothers (WM) and non-working mothers (NWM) on the measure of comprehension, study sets, interaction, drilling, recording and language dimensions of study habits but significant differences were found between the students of working and non-working

mothers on the measures of concentration, task orientation and supports. Regarding the total study habits, the higher secondary school students of working mothers have significantly better study habits than those having non-working mothers.

(b) Emotional Intelligence (EI)

Emotional intelligence (EI) has recently emerged as one of the psychological construct. The concept has also prospered due to both cultural trades and orientations that stress the previously neglected role of the emotions and to increase efforts at standardized assessment of individual differences in EI (Mayer, Salovey & Caruso, 2000). Common claims suggest that tests for emotional intelligence are predictive of educational and occupational criteria, beyond that proportion of variance that general intelligence ability predicts. Thus the field has increasingly important implication for society, particularly in the impetus to improve educational functioning in real life. Proponents of EI claim that individuals can enjoy happier and more fulfilled lives if they are aware of both their own emotions and those of other people and able to regulate those emotions effectively. Another reason for widespread of EI is the suggestion that EI gives hope for a more utopian, classless society. We are hired for our technical skills but fired for the lack of soft skills. Majority of the pupil are poor at life skills because the society (especially the parents) has not bothered to teach the child the basic skills of handling anger, or resolving them in a proper way. Much evidence shows that people who knows and manage their fallings are at the advantage, whether in romance or intimate relationships or in picking up the unspoken rules that govern in organizational politics.

Number of studies was conducted on emotional intelligence of students reading at different levels of education which reveals the positive relationship with academic achievement (Chawla et al, 2011; Ogundokum & Adeyemo, 2010; Hassan et al, 2009; Downey et al, 2008; Parker et al, 2003). Rani (2011) also conducted a study on emotional intelligence of visually disabled students in integrated and segregated school setting and find out its impact on their academic achievement. The investigator concluded that this type of school setting has a significant impact on the emotional intelligence and academic achievement of visually disabled children. Researchers like Reddy & Venu, (2010); Hassan et al, (2009); Katyal & Awasthi, (2005); Devi &

Rayula, (2005) revealed that girls are found to be higher in emotional intelligence than boys. In continuation to this, Nandwana & Joshi (2010), Shah &Thingujum (2008) reported that boys are found to be higher in emotional intelligence than girls. Besides this, some researchers reported there were no significant difference between male and female in emotional intelligence (Olatoye et al, 2010; Panda, 2009; Subramanyam & Rao, 2008; Bracket et al, 2003) while others reporting there is difference between male and female in emotional intelligence (Nandwana & Joshi, 2010; shah & Thingujum, 2008).

Daniel Goleman (1995) found in his study that IQ (Intelligence Quotient) contributes about 20 percent to the factors that determine person's success in life, which leaves 80 percent to other forces. The balance can be attributed to EQ (Emotional Quotient) as shown in the figure.

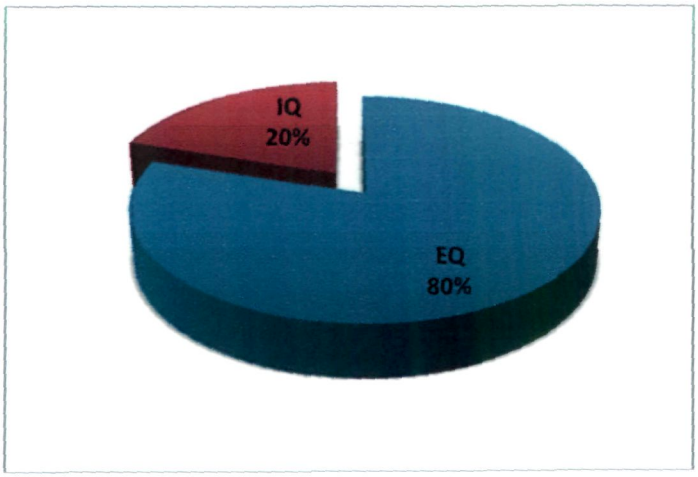

Fig. 1.1 Emotional Quotient & Intelligence Quotient

The terms intelligence or intelligent were used by Francis Bacon, Robert Burton and William Shakespeare 400 years ago. For them intelligence means understanding. It an umbrella term describing a property of the mind comprehending related abilities, such as the capacity of abstract thinking reasoning, planning and problem-solving etc.

Several definitions have been advanced by different psychologists keeping in view of the different facets of intelligence which are given below.

- "Intelligence is a general intellectual capacity which consists of an individual's ability to make sound judgment, to judge well, to comprehend well, to reason well & to be self critical" (**Binet, 1916**).
- Intelligence is "the ability to perform activities that are characterized by difficulty, complexity, abstraction, economy (speed), adaptiveness to a goal, social value and emergence of originals (inventiveness) and to maintain such activities under conditions that demands a concentration of energy and resistance to emotional forces" (**Stoddard, 1943**).
- "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment" (**David Wechsler, 1944**).

E.L. Thorondike (1874-1949) has classified intelligence into three categories which are as follows:-

1. **Concrete Intelligence**: - It is the ability of an individual to comprehend actual situations and react to them adequately. It means intelligence in relation to concrete objects.

2. **Abstract Intelligence**: - It is the ability to respond to words, numbers and letters etc. Abstract intelligence is required in the ordinary academic subjects in schools. Such as reading, writing and listing etc.

3. **Social Intelligence**: - Social intelligence refers to the ability of an individual to react to social situation of daily life. Social intelligence would not include the feelings or emotions aroused in us by other people, but merely our ability to understand others and to react in such a way towards them that the ends desired should be attained. Thorndike defines social intelligence "as the ability to understand others and act wisely in human relation. It is the human capacity to understand what is happing in the world and responding to that understanding in a personally and social effective manner" (Siddiqui M.A, 2002).

Howard Gardner (1983), a professor at Harvard Graduate School of Education asserted that every child has at least 7 different types of intelligences. Each of these needs to be reorganized, encouraged and valued. They are:

1. **Logical / rational Intelligence:** It includes the abilities, talents, skills related to logic and mathematics, for example, inductive reasoning, deductive reasoning, calculations etc. This type of intelligence is mostly visible in mathematicians, physicians etc.
2. **Linguistic Intelligence:** Linguistic Intelligence includes the linguistic competent abilities, skills and talents possessed by individuals. This type of intelligence is mostly visible in professionals like layers, lecturers, writers, lyricists etc.
3. **Spatial Intelligence:** It includes the abilities, talents and skills responsible for the manipulation and representation of spatial configuration and relationship. Spatial intelligence is mostly visible in architects, engineers, mechanics and surveyors, sculptures etc.
4. **Musical Intelligence:** The abilities, talents and skills pertaining to the field of music are musical intelligence. This type of intelligence is visible in musicians and composers.
5. **Kinesthetic Intelligence:** This type of intelligence is concerned with the set of abilities, talents and skills involved in using one's body to perform skillful and purposeful movements. Kinesthetic intelligence is mostly visible in dancers and athletes.

Then there are the two that make up what we call Emotional Intelligence. These are.

6. **Intrapersonal Intelligence:** The capacity to manage ourselves through knowing and understanding our feelings, wishes, needs and wants. With it we can motivate ourselves, delay our impulses and keep persisting if we meet a hard patch.
7. **Interpersonal Intelligence:** With this intelligence we have the ability to be sensitive to others people's emotions and psychological states.

Emotions being one of the important ingredients and plays a key role in providing a particular direction to our behavior and thus shapes our personality according to our development. The wide variety of definitions has been proposed in the field of

emotion. Kleinginna, P.R. & Kleinginna, A.M. (1981) have attempted to resolve the resulting terminological confusion, 92 definitions and 9 skeptical statements were compiled from a variety of sources in the literature of emotion. After reviving the different types of definitions of emotions they proposed that 'emotion, is a complex set of interactions among subjective and objective factors, mediated by neural/hormonal systems, which can (a) give rise affective experiences such as feelings of arousal, pleasure/displeasure, (b) generate cognitive processes such as emotionally relevant perceptual effects, appraisals, labeling processes (c) activate widespread physiological adjustments to the arousing conditions and (d) lead to behavior that is often, but not always expressive, goal-directed and adaptive.

Emotional intelligence to be specifically refers the cooperative combination of intelligence and emotion. Our mind operates in three ways: cognition, affect and motivation (Hilgard, 1980). The sphere of cognation includes functions such as human memory, reasoning, judgment and abstract thought. The sphere of affect includes emotions, moods, evaluations and other feeling states. Lastly the sphere of motivation is the sphere of personality, which includes biological urge or learned goal-seeking behavior. The first two spheres that of cognation and affect together make up emotional intelligence.

The earliest roots of emotional intelligence can be traced back to Charles Darwin's work related to emotional-social intelligence (Bar-on, 2005). His influence to emotional intelligence was part of how understanding emotion and its expression were paramount to survival and eventual adaptation to a changing environment. In the beginning, psychologists emphasized on the cognitive aspects like memory and problem solving. They did not include non-cognitive aspects in the field of intelligence. For instance, E.L. Thorndike (1920) wrote about social intelligence, who defines social intelligence as, "the ability to understand people and to act wisely in human relations". Similarly in 1940, David Wechsler wrote about affective, personal and social factors referring to them as non-intellective and intellective elements (Wechsler, 1940). Wechsler proposed that the non-intellectual abilities are essential for predicting one's ability to succeed in life. But the proximal roots of emotional intelligence lie in the work of Howard Gardner, a Harvard psychologist, who in 1983

proposed his famed model of "multiple intelligence," was one of the most influential theorists of intelligence to point out the distinction between intellectual and emotional capacities (Gardner, 1983). He introduced the idea of seven different types of intelligences which includes both intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations) and interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) that make up what we now call Emotional Intelligence. The term emotional intelligence was first used in 1985 by Wayne Payne in his doctoral dissertation titled "A study of emotion: developing emotional intelligence; self integration; relating to fear, pain and desire." This seems to be first academic use of the term emotional intelligence. In 1987, the term emotional quotient was used for the first time in a published article by Keith Beasley in Mansa Magazine (Saenz, T.J., 2009). The article "Emotional Intelligence" was published in 1990 by psychologists Peter Salovey and John D. Mayer. They define EI as, "a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action."

However, in spite of these findings, the public and higher education academic appeared unaware of EI until 1995, when D. Golman, popularized the concept in his trade book, *Emotional Intelligence: Why It Can Matter More Than IQ*. The construct caught the attention of the public, the media, and the researchers. However, Goleman made extraordinary and unsubstantiated claim about EI and its importance. He wrote it was 'as powerful as and at times more powerful than IQ in predicting successes in life'. His definition contained a large array of personal qualities, including political awareness, self-confidence, conscientiousness and achievement motives, among other desirable personality characteristics (Goleman, 1995).

The concept of emotional intelligence can be very well understood by the following diagram.

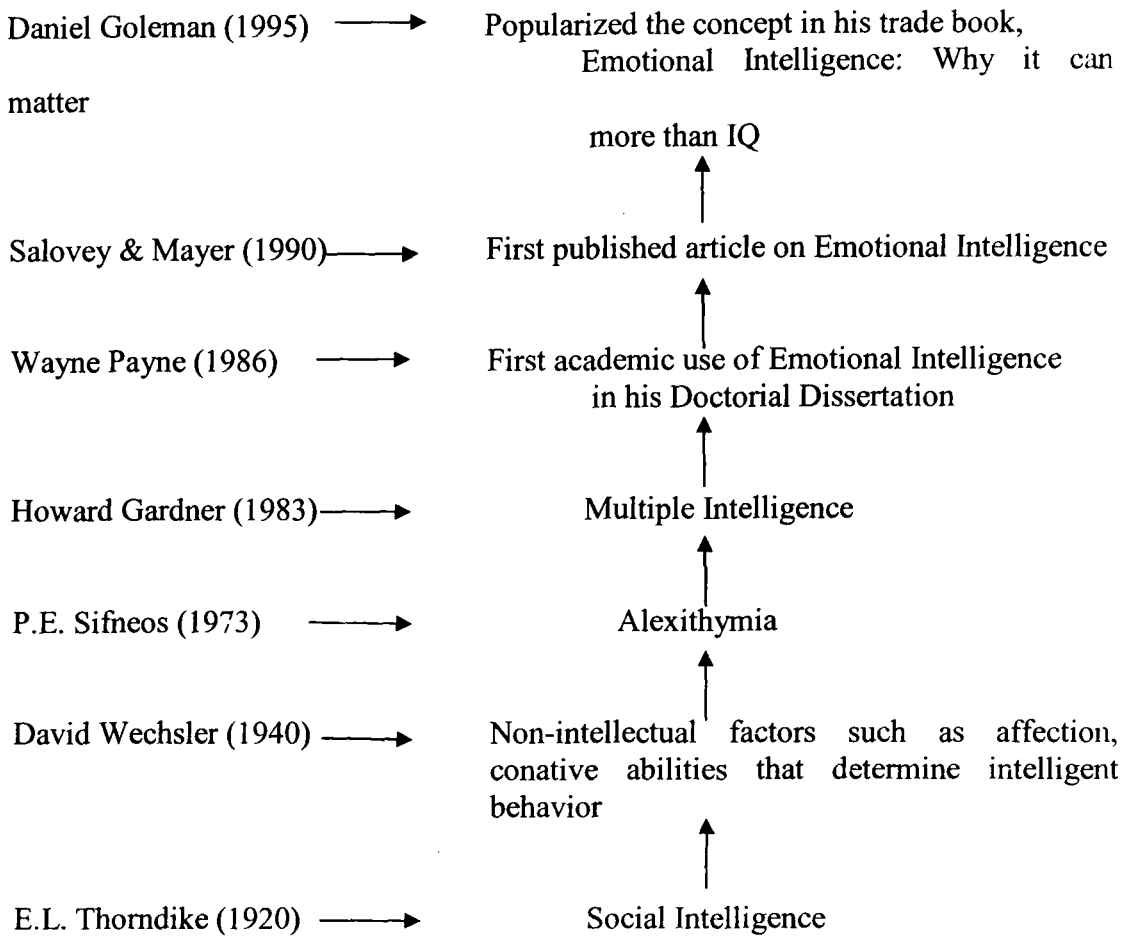

Diagram: 1.1 Showing Evolution of Emotional Intelligence

Psychologists have interpreted the term Emotional Intelligence in different angles. Some of the definitions of EI are given below:

- "Emotional Intelligence is a type of social intelligence that involves that ability to monitor one's own and other's emotions, to discriminate among them, and to use this information to guide one's thinking and action" **(Mayer and Salovey, 1993).**
- "Emotional Intelligence consists of abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope" **(Goleman , 1995).**

- Emotional Intelligence is "An array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" **(Bar-On, 1997).**
- "Emotional Intelligence is the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems" **(Venod sanwal, 2004).**
- "The ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment" **(Singh, 2006).**

Model of Emotional Intelligence:

Emotional Intelligence includes a wide array of competencies and skills that leads to star performance. Emotional competencies are not innate talents, nor does it develop only in early childhood, but rather learned capabilities that must be worked on and can be develop throughout life to achieve outstanding performance. Unlike IQ which does not increase after adolescence (Singh, 2003). Denial Goleman (1998) has identified a set of competencies that differentiate children with EI. These competencies fall into four clusters:

1. **Self- awareness:** This cluster refers to understanding feelings and accurate self-assessment (Singh, 2003). Self-awareness refers to the capacity of an individual for understanding one's emotions, strengths and weaknesses. Knowing about one's own emotions (self-awareness) is the key stone of emotional intelligence. Some psychologists call it as "observing ego". Self- awareness means being aware of both our mood and our thoughts about that mood (Goleman, 1995).
2. **Self-management:** It is the capacity of an individual for effectively managing one's motives and regulating one's behavior. Self-management involves controlling one's emotions and impulses and adapting to changing circumstances. This cluster refers to managing internal states, impulses, and resources (Singh, 2003).
3. **Social awareness:** This cluster refers to reading people and groups accurately (Singh, 2003). It is the capacity for understanding what others are saying and

feeling and why they feel and act as they do. It is the ability of an individual to sense, identify and understand the emotions of others and those that manifest to social networks. Empathy is the term which means an astute awareness of other s emotions, needs and concerns.

4. **Relationship management:** This cluster refers to the capacity of an individual for acting in such a way that one is able to get desirable results from others and reach personal goals. Singh (2003) defines it as 'a desirable response in others'. In short we can say that it is the ability to inspire, influence, and develop others while managing conflicts. The emotional intelligence people possess the following skills.

Self-Awareness: Emotionally intelligent people are aware of how they feel, what motivates and de-motivates them, and how they affect others.

Social Skills: Emotionally intelligent people communicate and relate well with others. They listen intently and adapt their communications to others' unique needs, including diverse backgrounds. They show compassion.

Optimism: Emotionally intelligent people have a positive and optimistic outlook on life. Their mental attitude energizes them to work steadily towards goals despite setbacks.

Emotional Control: Emotionally intelligent people handle stress evenly. They deal calmly with emotionally stressful situations, such as change and interpersonal conflicts.

Flexibility: Emotionally intelligent people adapt to changes. They use problem-solving to develop options.

Emotional intelligence is helpful for children because of:

1. Solve problems by using both logic and feelings.
2. Be flexible in changing situations.
3. Help other people express their needs.
4. Respond calmly and thoughtfully to difficult people.
5. Keep an optimistic and positive outlook.

6. Express empathy, compassion, and caring for others.
7. Continuously learn how to improve yourself and your organization.
8. Enhance your interactions and communications with those from other cultures.

From the above discussion it becomes very clear emotional intelligence is a significant variable and its importance inspired the investigator to include this variable in his study.

(c) Academic Achievement

Education has always been a significant instrument to realize the human resource potential to its fullest. Such a process is best undertaken in educational institutions where an educator provides ample opportunities for harmonious development of an educand. Achievement in educational institutions is universally praised as a goal of education. Programs and policies are designed and framed to enhance achievement; students are honored for high achievement; labels are assigned for over and under-achievement. Academic achievement has become an index of child's future in this highly competitive world. Blair and Burton (1951) have identified three tenets in the intellectual development of the students- a strong sense of reality, the ability to use casual relationships effectively in thinking about physical, mechanical and natural phenomena and wide reading and rapid educational achievement. Academic performance may not always be associated with a high intelligence quotient or hard work. Most often, it may be related to effective learning and cognitive strategies. A few of these strategies include proper time management, improved study strategies, better competency in taking examinations, and overall competency in academic course work. Academic competency, test competency, time management, and study strategies are variables that are significantly associated with academic performance. Academic achievement is the indicator of the candidates acquired knowledge or skills which has been gained as a result of training / experience. Academic achievement represents the terminal evaluation of the individuals' status upon the completion of training and learning.

The term achievement is described in few educational references. Some of definitions of academic achievement are as:

- Academic achievement is defined as "knowledge gained or skills developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both" **(Good, 1973).**
- "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him" **(Crow and Crow, 1969).**
- Achievement is defined as, "General term for the successful attainment of goal requiring certain efforts" **(Eyeseneck & Arnold, 1972,** in the Encyclopedia of Psychology).

In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. It is being influenced by a number of factors. Perhaps the single factor most related to academic achievement is intellectual capacity. Apart from intelligence, psychological and social factors are also related to academic achievement. Panda et al. (1995) examined personality and academic achievement of children of working and non-working women and revealed that working mother's daughters are more extroverted, independent, confident, emotionally stable and less aggressive and less anxious than daughters of non-working mothers. Ch. Abid (2006) examined the effect of guidance service on student's study attitudes, study habits and academic achievement. Anton & Angel (2004) analyzed the relationship among Cattellian personality factors, scholastic aptitudes, study habits and academic achievement and revealed that relationship between personality and academic achievement seems to be mediated by study habits. Misra (1992) conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement. It revealed significant and positive correlation between study habits and academic achievement.

Several studies were conducted in the area of academic achievement. Naderi et al (2008) revealed that low correlation exists between gender and academic achievement. Although Uwaifo (2008) and Yadav (2001) reported that there were

significant differences in academic achievement between male and female students. In continuation to this, some researchers reported that female students obtained higher academic achievement than male students (Anton & Angel, 2004; Vijayalaxmi & Natesa, 1992). While others reported that male students obtain higher academic achievement than female students (Goswami, 2000). Studies revealed that maternal employment does not determine the childs academic achievement, no significant difference in scholastic achievement among the children of working and non-working mothers (McIntosh, 2006; Horwod & Ferguson, 2000; Akhani et al, 1999; Taori, 1986; Ramachandran, 1981; Nelson, 1969). However there was significant difference between children of working and non-working mothers (Tomar & Daka, 2010; Sridevi & Beena, 2008; Botsari & Makri, 2003; Goswami, 2000; pandya, 1996; Budhdev, 1999; Maradula, 1990). Students whose mothers are employed have achieved better academic achievement than that of the students whose mothers are not employed (Srideri & Beena, 2008; Botsari & Makri 2005; Goswami, 2000; Budhdev, 1999). As against this, study conducted by Tomar & Daka (2010); pandya (1996) reported that children belonging to non-working mothers have achieved better academic achievement than the students whose mothers are working.

1.2 Statement of the Problem

"A comparative study of study habits, emotional intelligence and academic achievement of children of working and non-working mothers".

1.3 Definition of the terms

In order to compare the study habits, emotional intelligence and academic achievement of children of working and non-working mothers and to find out the relationship between study habits, emotional intelligence and academic achievement of children of working and non-working mothers studying at higher secondary level of education. It is essential to understand the meaning of study habits, emotional intelligence, academic achievement, working mothers and non-working mothers.

- **Study Habits:** Study habits are the ways that you study- the habits that you have formed during years. Good (1973) defines the term study habits as, "the

students way of studying whether systematic, efficient or inefficient etc". In this study, study habits are considered to be of nine different kinds. These are- comprehension, concentration, task orientation, study seat, interaction. drilling, supports, recording and language.

- **Emotional Intelligence:** Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use this information to guide one's thinking and action (Mayer and Salovey, 1993).
- **Academic Achievement:** Academic Achievement is defined as the level of academic performance with performance being evaluated using examination results. In this study, the previous year marks certificates of the students of class 10^{th} would serve as the academic achievement.
- **Working Mothers:** refers to women, having children, who works outside the home as an employee for 6 or more than 6 hours per day e,g doctors, teachers, professionals and semi-professionals where as
- **Non-working Mothers:** refer to women having children who are not in workforce and works only as a housewife.
- **Children of Working Mothers:** children of working mothers in the present study are defined those adolescent children of married mothers reading in class 11^{th} whose mothers are working in any government, semi-government or private salaried jobs.
- **Children of Non-working Mothers:** Children of non-working mothers in the present study are defined as those adolescent children of married mothers reading in class 11^{th} whose mothers are housewives and are not working in any government, semi-government or private jobs.

1.4 Objectives

The study is guided by the following objectives.

1. To compare the study habits of the children of working mothers and non-working mothers.

2. To compare the emotional intelligence of the children of working mothers and non-working mothers.
3. To compare the academic achievement of the children of working mothers and non-working mothers.
4. To study the relationship between Study Habits and Academic Achievement of the children of working mothers.
5. To study the relationship between Study Habits and Academic Achievement of the children of non-working mothers.
6. To study the relationship between Study Habits and Emotional Intelligence of the children of working mothers.
7. To study the relationship between Study Habits and Emotional Intelligence of the children of non-working mothers.
8. To study the relationship between Emotional Intelligence and Academic Achievement of the children of working mothers.
9. To study the relationship between Emotional Intelligence and Academic Achievement of the children of non-working mothers.

1.5 Hypotheses

In order to achieve the above objectives following hypotheses are formulated.

H_0, 1: There is no significant difference in study habits between the children of working mothers (WM) and non-working mothers (NWM).

H_0, 2: There is no significant difference in emotional intelligence between the children of working mothers (WM) and non-working mothers (NWM).

H_0, 3: There is no significant difference in academic achievement between the children of working mothers (WM) and non-working mothers (NWM).

H_0, *4:* There is no significant relationship between study habits and academic achievement of the children of working mothers.

H_0, *5:* There is no significant relationship between study habits and academic achievement of the children of non-working mothers.

H_0, 6: There is no significant relationship between study habits and emotional intelligence of the children of working mothers.

H_0, 7: There is no significant relationship between study habits and emotional intelligence of the children of non-working mothers.

H_0, 8: There is no significant relationship between emotional intelligence and academic achievement of the children of working mothers.

H_0, 9: There is no significant relationship between emotional intelligence and academic achievement of the children of non-working mothers.

Subsidiary Hypotheses

H_0, 1 (a): There is no significant difference in study habits between the male students of working mothers (WM) and non-working mothers (NWM).

H_0, 1 (b): There is no significant difference in study habits between the female students of working (WM) and non-working mothers (NWM).

H_0, 1 (c): There is no significant difference in study habits between the male and female students of working mothers (WM).

H_0, 1 (d): There is no significant difference in study habits between the male and female students of non-working mothers.

H_0, 2 (a): There is no significant difference in emotional intelligence between the male students of working mothers (WM) and non-working mothers (NWM).

H_0, 2 (b): There is no significant difference in emotional intelligence between the female students of working (WM) and non-working mothers (NWM).

H_0, 2 (c): There is no significant difference in emotional intelligence between the male and female students of working mothers (WM).

H_0, 2 (d): There is no significant difference in emotional intelligence between the male and female students of non-working mothers.

H_0, 3 (a): There is no significant difference in academic achievement between the male students of working mothers (WM) and non-working mothers (NWM).

H_0, 3 (b): There is no significant difference in academic achievement between the female students of working (WM) and non-working mothers (NWM).

H_0, 3 (c): There is no significant difference in academic achievement between the male and female students of working mothers (WM).

H_0, 3 (d): There is no significant difference in academic achievement between the male and female students of non-working mothers.

In order to prove the above mentioned hypotheses the investigator adopted the following procedure:

1.6 Procedure in Outline

Sample of the present study consisted of 512 male and female respondents of working and non-working mothers of the age group 16 to 18 years, studying in XI class of Higher Secondary Schools of District Pulwama, Jammu and Kashmir, which were affiliated to Jammu and Kashmir State Board of School Education (JKSBOSE). Out of 512 respondents 248 were male, 264 were female students. The type of sample was stratified random sampling because the investigator divided the sample into strata (male and female) selected randomly from the population. Mukhopadhyay, M and Sansanwal, D.N (1985) Study Habit Inventory was employed as a measure of study habits and Emotional Intelligence Inventory developed by Dr. S.K Mangal and Mrs. Shubhra Mangal (2004) served as a measure of emotional intelligence. Marks obtained in the last qualifying examination converted into z-value through a statistical technique were taken as the index of academic achievement. In the present investigation self constructed Personal Information Sheet, comprises of twenty items helped in eliciting information regarding the subjects age, sex, family type, single parent or both parent, mother whether working or non-working, kind of work, number

of working hours, educate/uneducate. The analysis of data was done by employing first descriptive statics- mean, median, standard deviation, z-score, quartile values, percentile values, skewness, kurtosis and frequency polygons to summarize the data. while as to test the hypotheses the inferential statics were used these are ANOVA, t-test and Pearson's Coefficient of Correlation (r).

1.7 Delimitations

1. The study was confined only to the students studying in higher secondary schools of district Pulwama, Jammu and Kashmir. Other higher secondary schools could not be included because of paucity of time and resources. The conclusion of the study may be generalized to the populations which are similar to that employed in the study. Any generalization beyond this population would be unjustified. A comparative study with other educational standard of students and the students of professional courses could be studied.
2. The present investigation is confined only to the variables of study habits, emotional intelligence and academic achievement; where as a variety of other psychological variables could be studied but in view of the limited resources and time available the present investigation is only confined to the variables of study habits, emotional intelligence and academic achievement.
3. Besides psychological variables included in the study, other personal and social variables such as family structure, education of mothers, socio-economic status could be studied.
4. In the present study, Study Habit Inventory developed by Mukhopadhyay, M and Sansanwal, D.N (1985) was employed as a measure of study habits and Emotional Intelligence Inventory developed by Dr. S.K Mangal and Mrs. Shubhra Mangal (2004) served as a measure of emotional intelligence. While the tools of these variables constructed by the investigator could be employed.
5. The present study was conducted only to the students studying in higher secondary schools. Visually challenged students studying inclusive and exclusive schools could be studied.
6. The investigator has not controlled the effect of any variable in the present study.

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CHAPTER-II

REVIEW OF RELATED STUDIES

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REVIEW OF RELATED STUDIES

Review of related studies for any research is important because it helps in locating the research gaps and provides outstanding information about the strategies to be used for carrying out the study. The review of related studies involves locating, studying and evaluating reports of relevant researches and articles, published research abstracts, journals, encyclopedias etc. The investigator needs to acquire up-to-date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, findings, takes many hints from designs and procedures of precious researches and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc., employed by others in the particular area. It provides ideas, theories, explanations, hypotheses of research, valuable in formulating and studying the problem at hand. It also furnishes indispensible suggestions related to the problem and already employed techniques to the researcher. Unless it is learnt what others have done and still remains to be done in the area, one cannot develop a research project and could contribute to furthering knowledge in the field. In fact, the review of related studies serves multiple purposes and is essential to well designed research study. In order to review the studies related to the present investigation, conducted in India and abroad are broadly surveyed.

The objective of the present study is to compare the study habits, emotional intelligence and academic achievement of children of working and non-working mothers and to find out the relationship between study habits, emotional intelligence and academic achievement of children of working and non-working mothers.

2.1 Studies Related to Study Habits

Oluwatimilehin & Owoyele (2012) investigated the relationship between study habits and student's academic achievement in core subjects at the junior secondary school level. The aim was to determine the relationship between various aspects of study habits including homework and assignments, time allocation, reading and note

taking, study period procedures, concentration, written work, examination and teacher consultation and students' achievement in English language, Mathematics, Integrated Science and Art. This was meant to provide clearer understanding of the phenomenon. Descriptive research design of an ex post facto approach was used in the study. A sample of 300 students was drawn using simple random sampling technique. A major hypothesis was raised leading to the application of correlation and stepwise linear regression analysis. Findings reveal that of all the study habits' sub-scales, 'teacher consultation' was most influential while the 'time allocation' exercise, concentration, note taking reading and assignments were regarded as less integral to students' academic performances. Therefore, regular counseling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

Mbah (2010) conducted a study to investigate the impact of information and communication technology (ICT) on students study habits. The research was conducted with two main purposes. Firstly, to investigate student's familiarity and attitude towards ICT's and secondly to examine the possible relationship between student's use of ICT's and study habits. The study was based on survey research design; stratified random sampling technique was used. Sample of the study consisted of 100 CST/ Biology students. The direct delivery method was used to administer the questionnaires so as to have a high rate of questionnaires. The results reveals that students have a positive attitude towards ICT's usage and likely to find that ICT's help them in their studies. As such students constantly change their study habits based on the type of ICT.

Magno (2009) conducted a study to investigate study habits as predictors of grades in mathematics and English. It attempts to isolate the effect of four study habits (delay avoidance, work methods, teacher approval and education acceptance) to explain grades. The participants in the study was 374 first year high school Filipino students their age range from 11 to 15 years. Out of these 374 students there were 115 public school students. The school that was selected all used the sample grade system and curricular focus. The (SSHA) Survey of Study Habits and Attitudes (Brown & Hultzman 1956-57) was used to measure the study habits of the percipients and their

grades in Mathematics and English for the first quarter was also used. The quarter was used to reflect the academic outcome of students study habits. Path analysis was used to test the prediction of four study habits to grade in mathematics and English. The path analysis reveals that work method significantly predicted both grades in mathematics in science. Work method was the only predictor for mathematics and only teacher approval did not significantly predict grades in English.

Ozsoy et al. (2009) investigated the relationship between matacognition knowledge & skills and study habits & attitudes of fifth grade students. The sample of the study consisted of 221 students, 125 female and 96 male enrolled to six public primary school in Turkey. To measure student's matacognitive knowledge and skills an adapted version of MSA (Matacognative skills and Knowledge Assessment) Inventory (2001) was used developed by Desoete, Roeyers & Buysse. Study habits were assessed by administering Survey of Study Habits and Attitudes (SHA) 1965 developed by Brown & Hottzman. For computation of data Pearson r correlation cofficent was used. The result revealed that there is a significant relation between the metacognition scores and SSHA scores of students in medium level. Metacognition scores are significantly related to both study habits and study attitudes.

Franklin (2006) conducted a study to describe the study habits of undergraduate students who were enrolled in the initial phase of a teacher education programme at a large urban university. The research question of this study was: what are the self-reported study habits of students who are enrolled in the initial phase of teacher education programme? The sample of the study consisted of 30 undergraduate students who had applied for teacher education programme. A researcher-designed survey instrument was used to collect data. Frequencies and percentages were used to describe results. The findings of the study indicate that a significant number of students study at home, cram the night before an examination, depends on other classmates to answer their questions, and feel that they spend an adequate amount of time preparing for academic classes.

Ch. Abid (2006) has undertaken an experimental study to examine the effect of guidance service on student's study attitudes, study habits and academic achievement. Ten null hypotheses were tested to explore the effect of guidance services on

student's study attitudes, study habits and academic achievement in five subjects. The sample of the study consisted of 50 students of 9th grade selected randomly using random table assigned into experimental and controlled groups. The tools of the study are (a) Achievement Test (b) Study Habits & Attitudes Scale developed by National Institution of Psychology (NIP) Islamabad (c) problem checklist was used for the identification of different problems viz. educational, personal, social etc. Two types of analyses were performed: reliability of test forms and its analysis. Results of the study indicate that guidance service have significant effect on student's study attitudes, study habits and academic achievement.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxity and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. Scales used were Self-handicapping Questionnaire (Sujata, 2003) Test Anxity Inventory (Sud & Sud, 1997). Study Habits Inventory (Palsane & Sharma 1989) and academic performance (school marks were considered). The results revealed that boys are poorer in study habits than girls.

Lakshminarayanan et al. (2006) have made an attempt to compare achievers and non-achievers in study skills. For this purpose a sample of 50 achievers and 50 non-achievers was identified, based on their performance in the terminal examination. They were personally administered a modified version of study skills questionnaire published by the institute of TAFA, Tasmania to identify their study skills. The responses were scored and treat with mean, standard Deviation and 't' test. Result in general indicates that achievers use higher level of study skills than non-achievers.

Gakhar (2005) conducted a study to know the difference in the academic achievement of physiotherapy students due to low and high study skills namely goal orientation, activity structure, scholarly skills, lecture mastery, text-book mastery, examination mastery, self-mastery and overall study efficiency. The sample of study consisted of 136 BPT final year students of Panjab, Haryana and Delhi. Data from the sample were collected with the help of different tools namely Group Test of General Mental Ability developed by Tandon (1971), Socio-economic Status Scale developed by Kulshrastha (1982), the Cornel Learning and Study Skills Inventory developed by

Walter Paulk and Russel Cassel (1971). Academic achievements of the students were measured from college record by taking the percentage of their marks in their BPT 1st, 2nd and 3rd year final examination. Data were analyzed with the help of 't' ratio technique. This study reveals that significant difference were obtained in the academic achievement of students due to low and high level of goal orientation, study skills, scholarly study skills and over all study efficiency.

Anton & Angel (2004) analyzed the relationship among Cattellian personality factors, scholastic aptitudes, study habits and academic achievement. A total of 887 volunteer students from primary education (453 males and 434 females), enrolled in 29 public schools, participated in this research. It was found that scholastic aptitude were most predictive variables of achievement, while the personality traits had a low direct contribution to academic achievement, although students with high scores on socialized personality traits showed better study habits than those students with lower scores on personality socialization traits. The relationship between personality and academic achievement seems to be mediated by study habits. Moreover, females obtained higher academic achievement scores than males. The difference could be explained by the fact that females showed a more socialized personality pattern and better study habits.

Yahaya (2003) investigated the relative effectiveness of group counseling, SQ3R (Survey, Question, Reading, writing and Revision) and the combination of the two treatment packages in improving the study habits of some randomly selected secondary school students in Ilorin. The students were grouped into four groups (three treatments and one controlled group) with the use of stratified random sampling technique. Student's age range was 14 to 17 years. Study Habit Inventory (SHI) developed by Bakare (1977) was used to generate pre and post- test scores. Statistical techniques used were ANOVA, t-test and Duncan Multiple range test. Result indicated that three treatment packages were effective in improving students study habits but the combination of group counseling and SQ3R was most effective. It was therefore recommended that professional counselors in educational institutions should use the combination of group counseling and SQ3R in improving students study habits.

Raiz et al. (2002) conducted a study in the University of Agriculture, Faisalabad (2000-2001) to determine the effect of study habits on achievement of students. Sample consists of 150 students of B.Sc. Home Economics and M. Sc. Home Economics. Data were collected with the help of an interview schedule and then analyzed by using x^2 test to draw conclusions. The study indicates that there existed a significant and positive relationship between achievement of students and the said factors like schedule of study, habit of note taking and writing book.

Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. Total sample of the study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. Malin's intelligence scale for Indian children, study habit inventory, multidimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory.

Agarwal, Rashmi and Amita (2000) undertaken a research to study television viewing pattern among higher secondary level students in terms of duration, type of programmes, parental control and liking for companionship. And this study was conducted to investigate the impact of various patterns of televiewing on the study habits of higher secondary level students. Sample of the study consists of purposive sample comprising of 95 higher secondary level students stratified across gender (boys and girls) and educational stream (Arts, Science and Commerce) were selected from Moradabad district. Television Viewing Pattern Inventory (TVVPI) investigator and Study Habit Inventory (SHI) by Palsane and Sharma were used for collection of data. The collected data were analyzed using F-test and 't' test. Findings of the study have shown that (a) as many (68%) of students felt that their parents impose restrictions on them regarding the content and duration of televiewing. (b) Nearly 87 per cent of higher secondary level students watched television for less than four hours per day. (c) Duration of television was found to affect significantly the study habits of students. Watching television for more than four hours in a day adversely affect the study habits. (d) Interest in watching the educational programs is more suitable for good study habits. (e) Students who watch various television programmes in co-

viewership of parents/friends/siblings possessed significantly better study habits as compared to those who watch television all alone. (f) Parental control for televiewing did not affect significantly the study habits of higher secondary level students.

Sampath and Selvarajgnanaguru (1997) studied the study habits of higher secondary commerce students. 428 higher secondary second year commerce students studying in Chidambaram taluk in Tamil Nadu were selected by using cluster sampling technique. Study Habit Inventory of Mukopadhyay and Sansanwal (1983) were used as a tool of study. 't' test indicated that there was no significant difference between study habits of boys and girls.

Jegede et al. (1997) conducted an experimental study to know the effect of achievement motivation and study habits on English academic performance of students belonging to Nigeria. The sample consisted of 160 students in 10^{th} grade, randomly selected from four schools in Nigeria assigned to the treatment groups (3-experimental and one controlled group). All the groups were pre and post-tested on the measure of achievement motivation, study habits and English language performance. Bakare's (1970) Study Habit Inventory (SHI) was used as the measure of students study habits. Bakare's (1976) Academic Need Achievement Motivation Scale was used to tap student's achievement motivation. Analysis of covariance was used to test significance of the results. Study reveals that study habits treatment alone did not contribute significantly to student's performance in English. Achievement motivation seems to account for greater proportion of observed difference in English language performance. Thus, improving study habits without including higher achievement motivation does not affect English language performance significantly.

Kaur & Lekhi (1995) investigated intelligence, achievement motivation and study habits as correlates of academic achievement. Sample of the study consisted of 100 students randomly selected from X class. The findings were: intelligence, achievement motivation and study habits were positively and significantly correlated with academic achievement.

Stella & Purushothaman (1993) examined the study habits of underachievers. 90 underachievers from rural and urban schools in Tamil Nadu were selected by using

randomized block design. Patel's (1976) Study Habit Inventory was used for the study. 't' test indicated significant difference between urban and rural students in respect of study habits. Mean value showed that urban students had better study habits than rural students. But no significant difference was found between boys and girls.

Khan, N. (1993) conducted a study to find out the relationship between study habits and over-under achievers in English of students studying at secondary level of education. Sample of the study consisted of 200 male and female class X students studying in AMU and other schools of Aligarh. For the purpose of collection of data the tools used were (a) Brown- Holtzmann Inventory to measure study habits (b) Mehrotra's Group Test of Intelligence to measure intelligence (c) previous year examination marks were served as an achievement scores. For the analysis of data t-test were used. Study reveals that there exists a positive relationship between study habits and over-under achievement, over-achievers are possessing good study habits and under-achievers poor study habits.

Misra (1992) conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement. The study was conducted on a sample of 88 Oriya male students of 9^{th} and 10^{th} class in three schools of Bhubaneshwar and Orissa, India. To determine study habits of subjects Wrenn's (1941) study habits inventory was used and total marks obtained in annual examination was used to know the relationship between independent and dependent variables. It revealed significant and positive correlation between study habits and academic achievement.

Indira (1992) conducted a study to identify the reading interests and study habits among neo-literates, and to find out whether there is any significant difference in the reading interests of men and women, married and unmarried, adult education literates and general literates, those who having children and those who do not having children, low middle and high income groups. Sample of the study consisted of 240 neo-literates selected randomly from 30 Janasikshana Nilayams served as subject for the study. A Numerical Rating Scale and a Study Habits Questionnaire were used to collect the data. Collected data were treated with mean, Standard Deviation, t- test

and analysis of variance. Findings of the study reveals that a majority (53.33%) of respondents seemed to read during morning, many (37.5%) seemed to spend about one hour for reading, many (50.83%) seemed to read five days in a week. Only 5% claims that they read every day and as many as 65% seemed to depend on libraries for reading materials.

Panda (1992) investigated study habits of disadvantaged and non-disadvantaged adolescents in relation to sex and academic achievement. Sample of the study consisted of 50 disadvantaged boys and 50 non-disadvantaged girls of 9^{th} and 10^{th} classes in Orissa. Subjects were selected randomly and matched with age, sex, area of living and birth order. Patel's (1976) study habit Inventory was used in the study. Data was analyzed by applying ANOVA. 'F' value for sex indicated significant difference. From the mean values, it was revealed that boys had significantly better study habits than girls.

George (1991) examined the influence of high school students study habits on achievement in high school and during the first semester of college by drawing data from 159 female and 93 male freshmen. He found that the same study habits contribute to success in high school were unrelated to academic achievement during the first semester in college. On the basis of this finding it was suggested that college freshmen need to acquire new study habits to be academically successful for measuring academic achievement, examination results were used as a reliable measure.

Ramaswamy (1990) studied the relationship between study habits and academic achievement in high and low achieving boys and girls of 11^{th} standard in Madurai district, Tamil Nadu, India. Study habit inventory of Patel (1976) was used to measure the study habits. Product moment correlation was used to find out the relationship between study habits and academic achievement. Correlation analysis revealed significant relationship between the study habits and academic achievement variables.

Singh (1989-90) made an investigation to the Study habits of scheduled caste adolescents in relation to their sex and achievement motivation. Study was conducted on 150 boys and 150 girls belonging to scheduled caste from 9^{th} classes in Himachal

Pradesh. 'F' value of 5.16 for the main effect of sex on the study habits was significant at 5 percent level. It indicated that the study habits of boys and girls differed significantly. Boys had significantly better study habits than girls.

Mehta et al. (1989-90) studied the psychological correlates of academic achievement at school level. The sample comprised of 300 students of 9^{th} and 10^{th} class. Total marks obtained in 8^{th} and 9^{th} annual examination were used as measures of academic achievement. Survey of study habits and attitudes by Brown and Holtzman (Form C., 1964) was used to measure study habits. The study reported a positive and significant correlation between study habits and academic achievement.

Christian (1983) studied need achievement and study habits of the pupils of standard 10^{th} in relation to sex, study habits inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field.

Tuli (1981) investigated the relationship between study habits and academic achievement in mathematics. Sample consisted of 474 boys and girls of IX class. The investigator found that study habits were positively related to achievement in mathematics.

Trivedi & Patel (1973) conducted a comparative study of the performance and study habits of students reading in B. A (English) B.A (Non English) course of S.P University. Sample of the study consisted of 102 students (English) and 138 students (Non English) of B.A third year. It was found that average performance of the students of English stream was better and significant in comparison with non English stream students. Standard of knowledge of Non-english group was also found lower than English group, and lastly the study habits of English stream students were relatively better organized than those of non-english stream students and also same pattern of attitude towards English was observed.

Jha (1970) hypothesized that there exists a substantial positive relationship between study habits and attainment in science. Wrenn's study habits inventory and average of marks obtained at two preceding annual examinations in science served as a measure of study habits and achievement respectively. The study revealed that there was a significant and positive relationship between achievement in science and study habits in case of boys and combined sample but not so in case of girls.

Jain (1967) tried to investigate the relationship between study habits and academic achievement. A study habit inventory incorporation consultation and working habits developed by the investigator and the marks obtained at the annual examination served a measure of study habits and academic achievement respectively. The scores on the study habits inventory correlated significantly and positively with academic achievement and coefficient of correlation ranged from .29 for consultation habits to .59 for working habits.

Mehdi (1965) conducted a study to find out the effect of study habits on student's academic performance of three streams, viz, science, arts and commerce. Pupils entering in class 10^{th} in three courses were studied for a period of three years in order to see whether the study habits show significant relationship with the ultimate success at class 11^{th} public examination. The study habits were not found to contribute significantly to the prediction of academic achievement.

2.2 Studies Related To Emotional Intelligence

Khan & Hassan (2012) undertook an investigation to study the emotional intelligence of children of working and nonworking mothers. Sample of the study comprised of 100 children (50 children of working mothers and 50 children of non-working mothers) selected randomly from all Govt. High and Higher Secondary Schools of zone Shopian. Emotional intelligence scale by Hyde et al was employed for collection of data and t- test was used for analysis of data. Bar diagrams and Line graphs were drawn to make the results transparent. Results of the study highlight that children of non-working mothers are more emotionally intelligent than children of working mothers. Children of working and non-working mothers show significant difference in self-awareness, empathy, self-motivation, emotional stability, managing

relations, integrity, self-development and altruistic behaviour. Children of non-working mothers have been found clear in their priorities, pay more attention to the worries and concerns of others. They are found to be friendly, sociable, helpful and skilful in dealing with people. They are found to be more responsible, more comfortable to novel ideas and new information. They face boldly good and bad situations. They are more aware of their weaknesses, are more co-operative, helpful, outgoing and democratic. They are better able to encourage people to take initiative. They can handle conflicts around them more intelligently than the children of working mothers. No significant difference was found in value orientation and commitment between children of working and non-working mothers.

Chawla et al. (2011) carried out an investigation to find out the correlation among General Intelligence, Emotional Intelligence and Scholastic Achievement of 180 students of 10+1 grade of commerce in two English medium senior secondary schools of Punjab district. It was observed that there were insignificant positive correlations between general intelligence and emotional intelligence, general intelligence and scholastic achievement, emotional intelligence and academic achievement, there was insignificant negative correlation between general intelligence and emotional intelligence among high scores and low scores.

Rani (2011) proposed an investigation to offer an understanding of an important psychological factor, namely, emotional intelligence for visually disabled students studying in integrated and segregated school setting and find out its impact on their academic achievement. The sample was taken from integrated and segregated schools located in Delhi. Results of the study revealed that integrated visually disabled students are emotionally more intelligent than their counterparts in segregated schools. Similar results have been obtained for academic achievement. Correlation between emotional intelligence and academic achievement was found significant in both the settings. Investigator concluded that the type of school setting has a significant impact on the emotional intelligence and academic achievement of visually disabled students.

Reddy & Venu (2010) have made an attempt to study the effect of gender and locality on Emotional Intelligence of secondary school students. Sample of study

consisted of 200 boys and girls collected from rural and urban schools in and around Tirupathi. Emotional Intelligence Scale developed by Natun Kumar Thingujan & Usha Ram was administered on the sample to assess their Emotional intelligence. A 2x2 factorial design was employed to analyze the data. Findings of the study revealed that girls were found to be higher in their Emotional Intelligence than boys. Further, it was found that students belonging to urban areas have higher emotional intelligence than students of rural areas.

Olatoye et al. (2010) investigated the extent to which level of creativity and emotional intelligence influenced the level of academic achievement of Higher National Diploma HND business administration students of Polytechnics in South Western States of Nigeria. Three instruments; Students Cumulative Grade Point (CGPA) Information Format (SCIF); Wong and Law Emotional Intelligence Scale (WLEIS) and Nicolas Host Creativity Test (NHCT) were used to collect data on emotional intelligence, creativity and academic achievement of 235 subjects. Findings of the study revealed that there was no significant difference between male and female student's academic achievement, creativity and emotional intelligence.

Ogundokun & Adeyemo (2010) examined the moderating influence of emotional intelligence, age and academic motivation on academic achievement of secondary school students. The study adopted a survey research design, participants in the study were 1563 (male= 826, female=737) secondary school students from Oyo state, Nigeria. Two valid and reliable instruments were used to assess emotional intelligence and academic motivation while achievement tests on English language and mathematics were used as a measure of academic achievement. Person's product moment correlation and hierarchical regression were used to analyze the data. Results revealed that emotional intelligence had a significant correlation with academic achievement.

Nandwana & Joshi (2010) conducted a study on 60 tribal adolescents of 16-18 years studying in senior secondary school of purposively selected Tidi village of Udaipur. Level of emotional intelligence of the tribal adolescents was assessed by administering a standardized emotional intelligence inventory (MEII, 2004) by S.K.Mangal and Shubhra Mangal. Findings of the study revealed that majority of

adolescents (55%) were found to have poor level of emotional intelligence. There is significant difference of emotional intelligence between tribal adolescent boys and girls; boys are comparatively higher than that of girls.

Panda (2009) conducted a study to know the relationship between emotional intelligence and personality traits (normal & neurotic behavior) of pupil-teachers. The sampling technique used was simple random sampling technique and consisted of 130 pupil teachers belonging to different localities, gender and personalities. Emotional Intelligence Test (2001) developed by Anokool H.S., Sanjyot and Kundu's Neurotic Personality Inventory (1987) were used for collection of data. The tabulated data was analyzed by Mean, SD, 't' test and Coefficient of Correlation to know the relationship between these variables. The finding of the study reveals that (i) there was significant positive correlation between emotional intelligence and normal behavior of pupil teachers, (ii) there was significant negative correlation between emotional intelligence and neurotic behavior between pupil teachers (iii) there was significant relationship between normal & neurotic behavior of pupil teachers in emotional intelligence (iv) there was no significant difference between male and female in emotional intelligence and (v) there was significant difference between rural & urban pupil teachers in emotional intelligence.

Jordan et al. (2009) examined the relationship between components of emotional intelligence (EI) (interpersonal ability, intrapersonal ability, adaptability and stress management) and academic performance in English, Maths and Science in a sample of 86 children (49 males and 37 females) aged 11–12 years during the primary–secondary school transition period. Results indicated that for both males and females, intrapersonal ability had little relationship with academic achievement, while adaptability had strongest relationship with achievement in all subjects. Gender differences were particularly pronounced for science, for which stronger relationships were observed with all emotional intelligence components for males. In addition, apparent only for males was a negative relationship between stress management and science.

Singh (2009) has undertaken an investigation to analyze emotional intelligence of secondary school teachers in relation to their age groups. Sample of the study

consisted of 140 teachers divided into two age groups (blow 30 years & above 30 years age). Emotional Intelligence Scale (EIS) developed by Anukool Hyda, Sanjyot Pathe & Upinder Dhar was used for collection of data. Mean, SD and t-test was used to analyze the data. Researcher has indicated that emotional intelligence of secondary school teachers differs significantly in relation to their difference. It also has been observed that on the aspects like Self awareness, Emotional stability, Managing relation, Integrity and Self-development, teachers with age group of 30 years and above are much better, whereas on the aspects like Self-motivation, Commitment and Altruistic behavior, the teachers with age group less than 30 years have greater mean value. There is no significant difference in Empathy and value orientation aspects of emotional intelligence between teacher of age group less than 30 years and with age group 30 years and above.

Mavroveli et al. (2009) have conducted a study to examine the construct validity of the trait emotional intelligence in middle and late childhood by exploring its relationship with cognitive ability emotion perception and social behavior. Sample comprised 140 children aged between 8 and 12 years from two primary schools. The tools used for collecting data were Trait Emotional Intelligence Questionnaire-Child Form (TEIQue-CF; Mavroveli et al, 2008) to measure trait emotional intelligence, Standard Progressive Matrices (Raven & Court, 2000) to assess children's reasoning ability, Assessment of Children's Emotion Skills (ACES; Schultz, Izard & Bear 2004) to assess children's emotion attribution accuracy and emotion biases, Social Skill Training (SST; Spence 1995) to assess children's social skills and academic achievement were obtained from the school archives. The results revealed that trait EI scores were positively related both to peer rated prosocial behavior and to overall peer competence. They also predicted emotional perception accuracy beyond overall peer competence. As hypothesized in trait emotional intelligence theory, the construct was unrelated to IQ (Raven's matrices) and academic performance.

Hassan et al. (2009) have undertaken an investigation to identify the emotional intelligence level among school students in rural areas, relationship between emotional intelligence and anxiety, as well as relationship between emotional intelligence and academic achievement. Results showed that there were significant

differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively in relation to anxiety level. Emotional intelligence was also significant positively in correlation with academic achievement of all variables including student's age and gender.

Shrivastava & Mukhopadhyay (2009) have conducted an investigation to assess the levels of alienation and emotional intelligence of adolescents with internalizing symptoms. Muti-dimensional Assessment of Personality Test was used as screening tool in the first phase. Total 510 adolescents in the age group of 14-18 years studying in various schools of Varanasi were screened for internalizing symptoms. Those who scored above cut-off points were identified as 'affected group' having internalizing symptoms showing more than 6 symptoms, the sample showing 4-5 symptoms as 'moderate group' sample showing 1-2 symptoms as 'mild group' and adolescents without internalizing symptoms were identified as 'normal group'. Student Alienation Scale and Mangal Emotional Intelligence Inventory were then administered on all the four groups each having 15 subjects for the final study. Result obtained from ANOVA revealed that the affected group is significantly alienated and emotionally immature in awareness & management compared to their comparative normal groups.

Prasanthi & Devi (2008-2009) were undertaken a study to find out the relationship between emotional competence and marital life satisfaction levels in married couple. Total sample comprised of 240 couples of Chittor district of Andhra Pradesh. Tools used were Emotional Competence Scale by Sharma H. C. & Bharadwaj R. (1995) and Marital Satisfection Scale by Brunda Amrithraj & Indira Jai Prakash (1988). Results of the study revealed that more than half of the couples were higher satisfied with their marital relationship, 68% of couples had average levels of emotional competence. Results showed that emotional competence level was significantly related to husband's marital satisfaction levels. Wives marital satisfaction levels were positively correlated with adequate expression and control of emotions and ability to cope with problem emotions.

Downey et al. (2008) examined relationship between emotional intelligence and scholastic achievement in Australian adolescents. The sample consisted of 209 secondary school students (86 males and 123 females) each completed the Adolescent Swinburne University Emotional Intelligence Test (SUEIT) and academic achievement. Findings of the study revealed that academic success was associated with higher level of emotional intelligence. Emotional intelligence was generally positively associated with performance across school subjects.

Subramanyam & Rao (2008) conducted a study to know the impact of gender on emotional intelligence and academic achievement of secondary school students, besides the relationship between emotional intelligence and academic achievement. Simple of the study consisted of 30 boys and 30 girls were randomly selected from class X of a municipal high school in Tirupati Town in Andhra Pradesh. To measure the emotional intelligence, the Intelligence Questionnaire developed by Nutan Kumar Thingujam & Usha Ram was used. To measure academic achievement annual examination marks of class IX was taken into account. For calculation of data mean, SD & 't' test was used. Correlation was also calculated for emotional intelligence & academic achievement. Results of the study reveal that there is no significant difference with regard to impact of gender on emotional intelligence and academic achievement, besides there being no relationship between academic achievement and emotional intelligence.

Jazaeri & Kumar (2008) conducted a study to examine the role of emotional intelligence in predicting cultural adjustment among foreign students in India. Sample of study consisted of 618 (376 male & 242 female) foreign students who have come to India under student visa or research visa belonging to four regions i.e. Middle East, African, East Asian, Western and European countries participants in the study. They were pursuing their studies in various courses at five universities located in Mysore, Bangalore, Pune, Hyderabad and Delhi. Bar-On emotional Quotient Inventory: Short (Bar-On EQ-I: S, 2002) was used as a tool to measure emotional intelligence. It is an instrument designed to measure emotional intelligence behavior in situations where a more detailed assessment is not possible or is not required. CernySmith Adjustment Index (2005) by Cerny-Smith is a screening instrument for

evaluating and enhancing cross-cultural adjustment. Stepwise Regression Analysis revealed that positive impression, general mood, adaptability and intrapersonal component of emotional intelligence were significant predictors of cultural adjustment.

Shah & Thingujam (2008) have undertaken an investigation to study coping in relation to emotional intelligence. Sample of the study consists of 197 participants (80 males & 117 females) between the age group of 18-25 years. All participants were college and university students from Pune city. Emotional Intelligence Scale (1998) developed by Schutte et al. and Ways of Coping Questionnaire (1984) developed by Lazarus & Folkman were used as a tool for collecting data. Participants completed self-reported measures of emotional intelligence & ways of coping. Results reveals that appraisal of emotions in the self was positively correlated with plan-full problem solving and positive reappraisal coping styles. Appraisal of emotions in others was positively correlated with plan-full problem solving and positive reappraisal. Emotional regulation of the self was positively correlated with plan-full problem solving, confronting coping, self-controlling, positive reappraisal and with distancing, but negatively correlated with escape avoidance. No gender difference was found in perceived emotional intelligence and ways of coping except for self-control, where male reported higher than females.

Vijayalakshmi et al. (2008) conducted an exploratory nature of study to explore the relationship between emotional intelligence (EI) and social reticence (SR) among post-graduates female students. The data were collected from post-graduates students from a women's educational institution located in South India. The sample size of 47 was collected with day schools (n=27) and hostel inmates (n=21) to study the relationship between emotional intelligence and social reticence. The influence of birth order in their EI and SR has also been studied. Emotional Intelligence Scale (1998) developed by Schutte et al. (1998) and Social Reticence Scale (1986) developed by Jones & Briggs were used for collection data. Product moment correlation was used to study their relationship and significance of difference between means of two groups was computed with the aid of 't' test. Findings of the study reveals that EI and SR are negatively correlated and there was no significant

difference in EI and SR scores of students with respect to birth order and type of residence.

Gupta & Kaur (2006) have undertaken an investigation to study the emotional intelligence of prospective teachers. The study also compared different groups on EI. For this purpose sample of the study consists of 200 B. Ed. Students of Guru Nanak Dev University, Amritsar. For the collection of data Personal Profile Survey (2002) developed by Surabhi was used. Data were analyzed through mean, SD, 't' test. Result of the study reveals that there were 9% male and 22% female B. Ed. students with high emotional intelligence while 6% male and 10% female B. Ed. students have low emotional intelligence. Male & female B. Ed. students differed significantly on self-management dimension of EI while Arts & Science stream B. Ed. students differed on social skills dimensions of emotional intelligence. B. Ed. students of non-working mothers were scoring more on internality while B.Ed. students of working mothers were scoring more on empathy.

Pradhan et al. (2005) conducted a study to examine the relationship between emotional intelligence personal effectiveness. In this study emotional intelligence was treated as an independent variable & Personal Effectiveness as a dependent variable. Sample of the study consisted of 50 postgraduates (25 male & 25 female) randomly selected from various departments of Delhi University. The sample was administered Emotional Intelligence Scale (1997) developed by Cooper & Sawaf and Personal Effectiveness Scale (1989) developed by Pareek. Uni-variate & bi-variate statistics were used for the treatment of data. The percentages and correlations were calculated for all the dimensions in both the scale by using SPSS. Finding of the study reveals that there exists a positive relationship between Emotional Intelligence and Personal Effectiveness. The potential benefits of Emotional Intelligence were discussed in the context of Personal Effectiveness.

Katyal & Awasthi (2005) conducted a study to find out gender difference in Emotional Intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys & 75 girls) aged 15 years, studying in 10^{th} class randomly selected from three schools of Chandigarh. Emotional Intelligence Test (2001) developed by Codaty was used as a tool for collecting data. For analyze the

data, percentage distribution was used to find out percentage distribution of subject with regard to emotional intelligence. 't' test was applied to find out gender differences in emotional intelligence. Finding of the study revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys.

Devi & Rayula (2005) taken up a study to understand the emotional intelligence levels of adolescents and to see the gender differences if any between adolescents boys and girls on total emotional intelligence and its components and dimensions. Sample consisted of 224 adolescents out of which 112 were and 112 were girls covering the age group of 15 to 18 years selected from co-educational junior college located in Hyderabad city. General Information Schedule was used for collecting respondent's information and family background information. For measuring emotional intelligence levels of adolescents Emotional Intelligence Inventory developed by the investigator in 2003 was used. Results of the study reveals majority of the boys and girls fell into an average and above on emotional intelligence levels. Significant difference was noticed in interpersonal skill component of boys and girls favoring girls. Results on dimension wise emotional intelligence showed that girls surpass boys on self awareness, empathy, social responsibility and problem solving. Adolescent boys and girls did show similar scores on other 11 dimensions of emotional intelligence and on total emotional intelligence levels. Younger adolescents were higher on interpersonal skills than older adolescents.

Parker et al. (2003) conducted an investigation to examine the relationship between emotional intelligence and academic achievement during the transition from high school to university. The results of the study revealed that academic success was strongly associated with several dimensions of emotional intelligence.

Bracket et al. (2003) conducted an investigation to know the relation of emotional intelligence with everyday behaviour. Findings revealed that women scored significantly higher in emotional intelligence than men. Emotional intelligence however, was more predictive of Life Space criteria for men than for women. Lower emotional intelligence in males, principally the inability to perceive emotions and to use emotions to facilitate thought, was associated with negative outcomes, including

illegal drug and alcohol use, deviant behaviour, and poor relations with friends. In this sample, emotional intelligence was significantly associated with maladjustment and negative behaviours for college-aged males, but not for females.

2.3 Studies Related To Academic Achievement

Yousefi et al (2010) have made an attempt to determine the effect of family income on text-anxiety and academic achievement among Iranian high school students. Respondents of the study were 400 high school students (200 males & 200 females) in the age range of 15 to 19 years old. Instruments used for the data collection was Test-Anxiety Inventory (TAI) to determine the level of test-anxiety among students and last year's Grade Point Average was taken to measure academic achievement of students. Statistical analysis ANOVA was employed to identify the significant difference between family income, test-anxiety and academic achievement. The finding shows that family income significantly affected academic achievement and test-anxiety.

Naderi et al (2008) examined intelligence and gender as predictors of academic achievement among undergraduate students. Sample of the study consisted of 153 (105 males & 48 females) Iranian undergraduate students studying in Malaysian Universities. Their ages ranged from 18-27 years for females and 19-27 for males. For collection of data Cattell Culture Fair Intelligence Test (CFIT-3a) developed by R.B.Cattell was used to evaluate intelligence. Cumulative Grade Point Average (CGPA) was used as a proxy of academic achievement. SPSS statistical programme was used to analyze the data. Findings showed a lower correlation between independent variable (score of intelligence & gender) and academic achievement.

Uwaifo (2008) examined the effects of family structure and parenthood on the academic performance of Nigerian university students. Sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. The adapted form of "Guidance and Counseling Achievement Grade Form" was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. Results showed that significant differences existed between academic performance of students from single

parent family and those from two-parent family structures. Results also indicated significant differences in academic performance of male and female students compared on two types of family structures.

Ajwani & Sharma (2004) explored text anxiety in relation to academic achievement. A total of 160 college going students, out of which 80 were high academic achievers and 80 were low academic achievers were administered Test Anxiety Scale by Dr. V.P. Sharma. Results supported the hypothesis that high academic achievers will exhibit great anxiety in testing situation.

Kasinath 2003) studied the interactive effect of mental health, school adjustment and SES on academic achievement. Sample of the study comprised of 200 secondary students (120 boys & 98 girls) studying in class X. Results of 2x2x2 ANOVA revealed that mental health has a significant determinant effect on academic achievement in all school subjects; school adjustment had significant effect on achievement in school subjects, except for Hindi. SES of students had affected achievement in Science and Maths. Interaction between mental health and SES affected achievement in Hindi. Interaction between school adjustment and SES had influenced Kannada, Science and total achievement. Three way interaction revealed no significant effect on achievement in school subjects.

Yadav, Mayuri (2001) conducted a study to find out gender difference in the contribution of personality factors to high academic achievement of children of rural government school of children. Sample consisted of 120 high achieving children studying in class IX and X. Tools used for data collection were Malini's Intelligence Scale for Indian children, Study Habit inventory by D. Mukhopadhyaya and D.N. Sansanwal, MAP Series by Psy-com services, General Anxiety Scale by Sarason and Locus of Control Scale by Crandall, Katvoksky and Grandall. Study has concluded that factors which help in high achievement were comprehension, concentration, task orientation, recording, systematic and regular study habits, high self control, high morality, high achievement motivation, low general anxiety and interval orientation. There were significant difference between boys and girls in the dimensions of tasks orientations, sets, interaction, supports, adaptability and self control.

Hicknan et al. (2000) assessed the relationship between parenting styles, academic achievement and adjustment of traditional college freshman using self reported questionnaire and family demographic data. The parental authority questionnaire. quick word test, Rosenberg self esteem inventory were administered to 101 college freshman aged (17 to 19 years). Multiple Regression models demonstrated that an authoritative parenting style was positively related to student's academic adjustment. Moreover self esteem was significantly predictive of social, personal and emotional goal commitment-institutional, academic and over all adjustment of traditional college freshman.

Gardner et al. (2000) examined academic achievement, absenteeism, dropout rate and parental involvement in school as a function of high school size. Academic achievement was measured by SAT scores and parental participation was measured by PTA or other parent organization. 67 large (enrollment over 2000) and 60 small (enrolled 200 to 600) California high schools were compared. Findings revealed that large schools exhibited higher academic achievement on total SAT scores, verbal SAT scores and math SAT scores. In addition large schools had a higher proportion of students taking the SAT. Conforming other hypothesis the small schools had lower dropout and higher parental involvement in schools.

Daftuar et al. (2000) conducted a study on academic achievement and risk taking among tribal and non tribal students of rural and urban areas. Sample the study consisted of 384 non tribal and tribal students from both rural and urban areas. General Intelligence Test (Mohsin 1968) was administered to select students with average intelligence. Marks of the students in the last two examinations obtained from school records served as an index of academic achievement. A measure of risk taking developed by the authors was also administered. It was observed that high achieving urban non tribal students had greater risk taking tendency than low achievement counterparts. In contrast non tribal groups risk taking behavior was unrelated to scholastic attainment. Rural subjects were significantly higher in risk taking than urban subjects.

Andermann et al. (1999) explored the relation of present and possible academic selves during early adolescence to grade point average achievement goals. The author

conducted two studies. In the first study relations between present and future selves and changes in grade point average between the 6th and 7th grades were examined. Data was collected from a sample of 315, 7th grade students. Results indicate that positive present and future academic self concept was related to positive changes in grade point average. In addition when adolescents present perceived academic selves were higher than their future academics selves GPA increased where as when perceived social selves were higher than future perceived selves GPA decreased. In the second study, survey data was collected from a different sample of 220, 6th and 7th grades. The relation between present and future selves & mastery and performance approach achievement goals were examined. Results indicate that a present good self concept was related positively to both performance and mastery goals were as a future good student self concept was related positively only to performance goals.

Goldberg and Dewey (1998) analyzed the influence of intrinsic motivation and self concept on academic achievement among second and third grade students. Measures of intrinsic motivation, perceived competence and academic achievement were administered near the beginning and end of one school year. Factor analysis supported the internal validity of the intrinsic motivation and perceived competence measures in subgroups of 2nd and 3rd grade students and in students in gifted vs regular education programmes. Structural equation modeling indicated that intrinsic motivation influenced perceived competence and that perceived competence influences academic achievement.

Sultana (1988) conducted an investigation to study the school achievements among adolescent children with working and non-working mothers. Sample of the study consisted of 500 students (250 of working mothers & 250 of non-working mothers) studying in class X was randomly selected. School achievement of these students was tested on standardized achievement tests on English, Mathematics, Social Science and Language. The combined scores on these tests were considered as scholastic achievement of a student. Findings of the study revealed that (i) there was no difference in the achievement in English, social studies and language among children of working and non-working mothers. (ii) There was a significant difference in achievement in mathematics among children of working and non-working mothers.

The children of non-working mothers achieved more than those of working mothers. (iii) There was no difference in academic achievement among children of working and non-working mothers studying on English or Hindi medium schools.

Cooper et al. (1998) conducted a study to find out the relationship among attitude and home work, amount of home work assigned and completed and student achievement. Students (n=709), parents and teachers (n=82) have completed a questionnaire concerning amount of home work assigned by the teachers, portion of assignments completed by students and attitudes about home work. Student's achievement measures were also collected. Weak relations were found between the amount of home work assigned and student achievement, especially at upper grades (6-12). At lower grades (2 and 4) teacher assigned home work was related to negative student attitudes. At upper grades teacher with more positive attitudes towards home work and those whose students perform more poorly on standardized tests reported assigning more home work. A path analysis for lower grades had indicated that class grades were predicted only by standardized test scores and the proportion of home work completed by students. At upper grades class grade predictors also included parent, teacher and student attitudes.

Tinajaro & Fernanda (1997) conducted study to reexamine the relationship between field dependence, independence and academic achievement. Sample of the study comprised of 408 students (215 boys and 193 girls) aged between 13-16 years. The bi-dimensional character of field dependence field independence was considered by using a test of perception and a restructuring ability test. In addition possible mediation by the variable sex in the above mentioned relationship was also examined. Results indicated that field independent boys and girls performed better than field dependent ones in the entire subject considered. Although this superiority was only manifested in the cognitive dimension of field dependence-independence evaluated by the embedded figure test, it was considered that field dependent independent is related to over all academic achievement.

Vijayalaxmi and Natesan (1992) studied factors influencing academic achievement. From Coimbatore, 100 students studying in XI standard were selected for the study of which 50 were boys and 50 were girls. To assess the socio economic status of the

subjects, the socio economic status scale developed by Vendal (1981) was used. To assess academic achievement of the subjects, total marks obtained by the subjects in quarterly and half yearly examination was taken. Findings showed that girls had a higher mean academic achievement compared to boys.

Singh (1984) made a survey of the study habits of high, middle and low achieving adolescents in relation to their sex, intelligence and socio economic status and found that study habits of boys and girls differed significantly at different levels of academic achievement.

2.4 Studies Related to Working and Non-Working Mothers

Tomar & Daka (2010) has undertaken a study to know problems of the students of employed parents. Data was collected from 200 students from four higher secondary schools of Bughpat District using random sampling technique. A self developed questionnaire was developed by the investigator for collection of data. Percentage was used as statistical technique. Findings of the study revealed that children of employed parents do not get enough assistance in doing the home assignment. Therefore, the academic performance of children is negatively affected. Children of employed parents do not have proper interaction with parents and they are in need of proper guidance.

Kaur & Meenkashi (2010) has taken an investigation to study social and emotional intelligence of school going adolescents in relation to working status of their mothers. A sample of 100 school going adolescents (50 children of working mothers & 50 children of non-working mothers) within the age of 13 to 16 years from three schools of Patiala district of Punjab was selected. Data was collected through Social Intelligence Scale developed by N.K.Chaddha & Usha Ganesan and Mangal's Emotional Intelligence Inventory. Data so obtained was analyzed by using statistical techniques like mean, SD and 't' ratio coefficient of correlation. The study revealed that school-going adolescents of working and non-working mothers as a whole had average level of emotional intelligence and above average level of social intelligence. School-going adolescents of working mothers has significantly higher level of emotional intelligence than of having non-working mothers for total group as

separately for male and female groups. Female school-going adolescents were significantly more socially intelligent than their male counterparts. School-going adolescents of working and non-working mothers did not differ significantly in their social intelligence in respect of gender. There was a positive and significant relationship between social intelligence and emotional intelligence for total group as well as in school-going adolescents of working mothers. But this relationship was not significant in case of school-going adolescents of non-working mothers.

Sharma & Dharmawat (2009) was undertaken an investigation with a view to conduct a comparative study of behavioral adjustment of pre-adolescent children of working and non-working mothers. The sample of the study consisted of 120 pre-adolescent children which was further divided into three groups:- (a) pre-adolescent children of working mothers (b) pre-adolescent children of non-working mothers (c) groups of pre-adolescent children divided on the basis of gender (Boy & Girls of both the working and non-working mothers). Pre-adolescent Adjustment Scale (P.A.A.S) developed by Pareek & Rao (1971) was administered to know about the adjustment level of the children. The Findings of the study suggested that status of mother does not play much role in adjustment level of pre-adolescent girls and boys but gender was found to be important and have affected the adjustment behavior of pre-adolescent children. Significant difference among three groups and girls were found to be higher in adjustment level in all the groups (a, b, c) in comparison to boys.

Saadat, A. (2009) conducted a study to compare efficiency in families with working and non-working women. For this purpose a sample of 200 people was used. 100 of them come from women employed families, 100 from families of house wives. Out of 100 in each group, 50 were children and 50 husbands. Data was collected though questionnaire developed by the researcher based on mac-master model. Descriptive, factor analysis and logestic regression was used for analyze the data. The model of the study concludes that most important factor for efficiency in non-working women's family is "seeing family member's sufficiency" and for worker women's family is "trust family members together".

Saxena (2008-2009) has made an attempt to know and compare the frustration level of working and non-working women. Sample of the study consisted of 60 women. In

which 30 were working women and 30 were non-working women. Working women are those women who are gainful employed in factories, banks, and hospitals etc. are working full-time or part time. Non-working women are those who were not gainful employed and are involved in household jobs. Reaction of Frustration Scale (RES) developed by B.M.Dixit and D.N. Shrivastava (1997) was used for data collection. The statistical techniques used to analyze data were Mean, SD, 't' ratio and chi test. The result of the study revealed that working women are more frustrated than the non-working women, because they have double responsibilities.

Devi (2008-2009) conducted a study to know perceptions of working and non-working women on their relative empowerment in self and joint decisions in urban families. The study was conducted on 75 working women and 75 non-working women were selected randomly from middle class families of twin cities of Hyderabad and Secunderabad. Standardized interview schedule and empowerment scale were used as a tool for data collection. The study revealed that working women perceived better empowerment for themselves than non-working women. The working women take more self decision and joint decision than non-working women. Working women had better empowerment in personal affairs, children's affairs and house hold affairs than those of non-working women. Thus, women who had better access to financial resources had better power than those of women who did not have access to financial resources.

Sridevi & Beena (2008) have undertaken an investigation to study the adjustment and academic achievement of elementary students with respect to their mother's employment status. The sample of study comprises of 180 students from class VII were selected randomly from the six selected schools giving equal representation to the children whose mothers were employed and unemployed. Data collecting tools were Bells Adjustment Inventory developed by H.M.Bell to assess the adjustment of students, Personal Data Sheet developed by the investigator to get adequate information about students and their mother's employment and achievement scores were collected from the school records. Data was analyzed by Univariate analysis of variance. The study revealed that students not differ in adjustment wise but it was

found that the students whose mothers are employed have achieved better than that of the students whose mothers are not employed.

Dyahadroy (2007) has made an attempt to find out the difference in the intellectual and psychosocial development among the preschool children's of employed and non-employed mothers. In this ex-post-facto research quasi-experimental design was used in which 32 pairs of children (one child of the employed mother & one child of the non-employed mother) were selected from four schools of Pune City of Maharashtra. Instruments used for data collection were Seguine Form Board Test (Goel, 1984) and Shishes Pradnya Test (JPIP, 1996) to measure the intellectual development of the preschoolers. To measure psychosocial development, a questionnaire was prepared which was filled by the mother and teacher of each child. The statistical tools used in this was Mean, SD, 't' test. The results of the study revealed that maternal employment may not have any distinct negative impact on preschool children's intellectual development. The results further indicate that psychosocial development of the daughter's of employed mother is lower than that of the daughters of non-employed mothers.

Upadhyay et al. (2006) conducted a study to measure the physiological workload of working women while performing the household and professional activities. For conducting the survey and experiment, a purposive sample was selected by random method. The total sample consists of 150 working women of different professions (tailors, venders, sweepers, construction workers and domestic servants). Findings of investigation concluded that the activities of construction workers are considered as heavy activities followed by venders, sweepers, domestic servants tailors. Total cardiac cost of work was observed maximum in construction workers followed by venders, sweepers, domestic servants and tailors. The activity of lifting washed vessels recorded highest value for physiological cost of work. Thus, it was clear that the activities in which extra weights were carried out by the original body weight demands more energy and heat rate.

McIntosh (2006) has made an attempt to find out how working mothers affect their children emotionally and academically, verses mothers who do not work outside the home. A purposive sampling technique was used. Data was collected qualitative

open-ended questionnaire developed by the researcher was distributed directly to the participants. After each questionnaire was returned, the data was examined to define possible themes. The results of the study indicate that having a working or stay at home mother does not determine a child's academic ability. Both working and stay at home mothers, also fell that their child's emotional state was stable.

Easvaradoss et al. (2005) investigated the effect of maternal employment and birth order on career decision making, self-efficiency among adolescents. The sample consisted of 73 boys and 79 girls studying in 9^{th} and 11^{th} grades out of which 60 adolescents with employed mothers and 92 adolescents with unemployed mothers. Data was collected by the administration of Career Decision-Making Self-Efficiency Scale (CDMSE) constructed by Arulmani and Nag-Arulmani (2000). Data was statistically analyzed by computing the critical ratio to test the significance of the difference between the means. The findings revealed that no significant differences were found between first-born and latter born adolescent. Further no gender differences were found in this group. With regard to maternal employment there was no significant difference between adolescents with employed and unemployed mothers on the CDSES scores.

Lakhe (2005) conducted a study to assess the effect of family climate on adjustment levels of adolescents of working and non-working mothers. The effective sample comprised of 500 adolescents of working and non-working mothers. Family climate scale by Dr. Beena Shah was used to collect the information. The study revealed that the adolescents of the working mothers experience warmth, freedom and attention in their homes without any parental domination.

Botsari & Makri (2003) investigated the effects of maternal employment on her mental health, as well as on children's functional status. The sample comprises of 205 participants. Depression and anxiety were used as indices of mother's mental health, children's self perceptions in the dominance of academics, peer interactions, parent-child relationships, physical appearance and behavioral conduct as well as children's global self-worth where used as indices of their daily functioning. Maternal unemployment yielded direct negative effect on her mental health and child's perceived scholastic competence. It was also found that maternal depression functions

as mediator in the relationship between maternal unemployment and child's functional status.

Hussain & Jabin (2002) have made an attempt to study the impact of maternal employment on Adjustment, Anxiety and Ego-strength of children. The study was conducted on 200 male high school and undergraduate college level student population of Patna and its neighboring places, by employing incidental-cum-purposive sampling technique. The important research tools used for measuring personality variables comprised of Mohsin-Shanshad adaptation of Bell Adjustment Inventory, Sinha Anxiety Scale and Hasan Ego-strength Scale. The findings of the research as a whole indicate that the difference between the effect of maternal employment on different types of adjustment and ego-strength of the children of working and non-working mothers was not statistically significant even at 0.05 level of confidence. However the difference between the children of working and non-working women respect to the magnitude of Anxiety has statistically found significant at 0.01 level of confidence.

Han et al. (2001) investigated the long-term impact of early maternal employment on children's cognitive and behavioral outcomes. Non-Hispanic White and African American children aged 3 to 4 in the 1986 National Longitudinal Survey of Youth (NLSY) were followed longitudinally to see whether the effect that prior studies found at age 3 to 4 persist into the school-age years (ages 7 to 8) or whether those effects attenuate over time. The empirical results indicate that maternal employment in the 1st year of a child's life has significant negative effects on white children's cognitive outcomes. This effect persists to age 7 or 8 for some children but not for others. Some negative effects of maternal employment was also found in the 1st year on behavioral problems as assessed at age 7 or 8, but again these effects are found only for white children.

Kumari & Singh (2000) conducted study to investigate the possible difference in life stress, anxiety, locus of control and personal efficiency of working women and housewives. Data from 105 working women (lecturers, factory workers, nurses) and 75 housewives were analyzed. Tools used for data collection were (i) Life Changes Experience Survey developed by Dohrenwend, Kdrasnoff, Askenasy and

Dohrenwend (1978), (ii) State- Trait Anxiety Inventory (Spielberger, Sharma & Singh 1973), (iii) Social Reaction Inventory (Rotter, 1966), (iv) Personal Efficiency Scale (Kumar & Singh, 1990), (v) Lenkins Activity Survey (Form c 1979). Statistics applied in this study were coefficient of correlation, mean, SD and the test of significance of difference. The analysis identified a number of differences between the working women and housewives regarding their life stress, state-trait anxiety, locus of control, type 'A' behavior and personal efficiency. The results of study makes it clear that in comparison to working women (lectures) house-wives experience more positive personal life stress, feel greater amount of state-trait anxiety and have higher external locos of control. In comparison to blue collar women workers, house-wives experience more negative and positive personal life stress, fed lower degree of state-trait anxiety, have more personal efficiency, are more hard driving. Working women in blue collar jobs are found to be more impatient and aggressive (type 'A' behavior). House- wives also experience more negative and positive personal life stress, have more personal efficiency but feel lower degree of state trait anxiety in comparison to female nurses.

Goswami (2000) conducted a study to assess the levels of achievement motivation and anxiety among the children of working and non-working mothers studying in secondary school of Schillong. A random selected sample of class IX students from 10 schools of Schollong belonging to different socio-economic status was taken for the purpose. Achievement Motivation Scale developed by Rao, (1974) & Anxiety Inventory by Mehta (1969) was used for the data collection. The collected data was analyzed through't' test. It was found that children of working mothers were more achievement oriented than the children of non-working mothers. Boys of working mothers were most achievement oriented than the other groups. There was no significant difference in anxiety among the groups but the girls of working mothers found to be more anxious than the rest of the group.

Horwod & Ferguson (2000) carried out an investigation "A longitudinal study of maternal labour force participation and child academic achievement." The association was examined in a birth cohot of New Zealand children who has been studied from birth to age 18 years. Children were followed from age 8-14 years and tested using a

series of standardized tests of reading, mathematics and scholastic ability. The results of the analysis suggested that there was presence of small association between the extent of maternal labour force participation and scores on tests of word recognition, reading comprehension and mathematical reasoning. Similarly association was found between maternal labour force participation and success in school leaving examinations. These associations aroused predominantly because children of mothers worked have better performance than children of non-mothers. Pattern of maternal labour force participation was also related to a series of family and child factors, including maternal education, family, SES, race, birth order, early mothers child interaction and child IQ. Adjustment of these factors had reduced associations between maternal labour force participation and academic achievement to the point of practical and statistical non significance.

Mahanty & Bhol (2000) conducted a study to evaluate the role being played by female labour participation in the development of female living. A total of 600 married female labors working in unorganized sectors i.e. 300 from Bhubaneswar and 300 from Nagpur, were selected for the study. Information was elicited through questionnaire cum interview method. It was observed that large number of female labours from both the cities aspired their children should be educated. The intrafamilial relationship of female labors is also normal in both the cities. Most of the female labours felt they should have more time to look after their family members. They were very much interested in developing their standard of family living.

Moharil (2000) worked on the adjustment problems of adolescents of working and non-working mothers. A total of 140 subjects were assessed. Out of 140, 70 adolescents (35 boys and 35 girls) were of working mothers and the remaining 70 were of non-working mothers. Adjustment Inventory by A.K. Singh and Dr. R.P Sinha, socio-economic scale by S.D. Kapoor and H.C.Kocher and culture fair test of intelligence by R.B. Cattell were administered. The data was treated with two way and one way ANOVA. The results revealed that no significant adjustment difference existed among children of working and non-working mothers, sex difference with respect to adjustment were insignificant. No significant difference was observed in relation to SES and IQ.

Pandey & Srivastava (2000) investigated the role of job category and type of family in coping with work stress among female personal working in Railway, Bank, Teaching institutions. A three factorial deign (Job category: Teacher, Railway & Bank Employees) x 2 (Type of family: Joint & Nuclear) was used. A sample of 96 females, 16 in each cell participated in the study. The data collecting tools were Work Stress Profile developed by Cary Cooper (1988) to measure work stress and Cope Scale developed by Carver, Scheiver & Weintrdub (1989) to assess coping styles. Data were analyzed by mean, SD and F-test. Results revealed that job category and type of family had influence in work stress and coping style. Respondent belonging to nuclear families expressed more interpersonal stress but the stress related to physical condition and job interest was more silent among the respondents belonging to joint family.

Devi (2000) has undertaken an investigation to survey the problems of married working women. The sample of study comprises of 50 women teachers with different age groups of 25 to 55 was selected by simple random sampling technique. The information for the study was gathered through questionnaire cum interview method. The study reveals that the majority of working women spend 3 to 4 hours in performing household drudgeries before going to workplace and after return. Majority of working women expressed that they are forced to neglect either home or work at workplace as they are unable to do justice to both. It also emphasizes the fact that working women get mentally and physically exhausted due to problems at home and work pressure at work place.

Vaidya (2000) assessed the achievement motivation of children of working and non-working women. Size of the sample was 130 students in the age group of 13-15 years. Tools used for data collection were culture fair scale of intelligence by R.B. Cattell. SES scale by S.D. Kapoor and H.C. Kocher and achievement motivation test by B.N. Mukherjee. On the basis of one way ANOVA and coefficient of correlation following inferences were drawn: no sex difference and SES difference were observed regarding the need for achievement motivation, there was no association between intelligence and need for achievement motivation and maternal employment did not influence the need for achievement motivation.

Akhani et al. (1999) have made an attempt to explore the relationship among academic achievement, study habits and loneliness of children of employed and unemployed mothers. The sample consisted of 100 children belonging to the age of 14-16 years of employed and unemployed mothers. Tools used to collect data were Loneliness Scale by Singhal and Khubalkar and Study Habits Inventory developed by Mukhupadhyay & Sansanwal. Percentage of the last qualifying examination was noted for measuring academic achievement of children. Data was analyzed by mean, SD, ANOVA and 't'test. The findings revealed that mother's employment did not determine the child's academic achievement. In the area of comprehension children of employed mothers had better ability than children of unemployed mothers where as in the area of concentration, task orientation, seats, interaction, support, recording, language and drilling there was no difference in ability. Mother's employment did not deteriorate the child's academic performance. Children of employed mothers faced more loneliness than children of unemployed mothers, especially boys.

Antony (1999) explored motivational patterns of pre-adolescent of employed and unemployed mothers. The sample consisted of 25 boys and 25 girls of employed mothers and 25 boys and 25 girls of unemployed mothers. TPPS was administered to measure the motivational patterns. The data after statistical treatment revealed that boys have a significant higher need for deference and nurturance. Children of employed mothers exhibited significantly higher need for achievement, exhibition, autonomy, dominance, abasement, nurturance, heterosexuality and aggression.

Schmitt et al. (1999) examined the effect of parental employment status and school climate on children's academic and social development. Parental employment was found to be associated with positive changes in social and academic progress. School climate was observed to be minimal effect on the outcome variables. Income and education was observed to be related to various school outcomes.

Budhdev (1999) conducted a study, which was designed to compare academic achievement among children of working and non working mothers studying in secondary schools of Saurashtra region. Sample included 307 girls of non-working mothers. Academic achievement of the children of working mother was greater than the children of non-working mothers.

Gulati (1998) conducted a study to compare the father-child interaction in working and non-working mother's families. The data was collected from 50 employed and 50 non-employed mothers on self constructed questionnaire to assess the father's interaction with the children. Data was analyzed by applying t-test of significance. Findings of the study revealed that father in dual career families (where both the parents are working) spend more time with their children than in a single career homes (only one parent is working which is father). Father in dual career families was more concerned about playing with their children; providing stimulating activities taking them out, encouraging verbalization, enforcing attention towards environment, showing affection and spending time more constructively than the fathers in the non-working mothers families.

Daka & Kakkar (1998) has undertaken an investigation to study the impact of maternal employment on different indices of parental behaviour and self-concept of adolescent firstborn offspring of 16-20 years, belonging to upper middle class Indian families. 160 mother-child dyads (80 with mother employed and 80 with non-employed) were administered Parental Acceptance/Rejection Questionnaires, Perceived Parental Conflict Scale and Self-concept Scale in two sessions. A two-way analysis of variance was done to determine the differential and interaction effects of maternal employment and sex on the different behavioural indices of the subjects. Coefficients of correlation were used to study the relationship between perceived parental warmth and self-concept. Results reveal that there is a significant difference in the child rearing quality of employed vs non-employed mothers. Maternal employment had no impact on the self-concept of adolescents where as perceived parental warmth and parental conflict did affect the self-concept scores.

Domingo et al. (1997) assessed attachment scores and personality styles of adult children whose mothers were employed. Children's extraversion was expected to moderate the effect of maternal employment on their attachment as adults. Responses of 106 undergraduates were obtained on 3 measures. EPI, the adult attachment scale of N. Collins & S. Pread and the adolescent relationship scale questionnaire of E.Scharefe and K.Batholomen. A median split was performed to divide students into those scoring high and low on extraversion. Students were then grouped on the basis

of their mother's employment status during the student's infancy. Students high on extraversion seemed to show more adverse attachment consequences in adulthood following full time maternal employment during infancy. Adults who score high on extraversion may have been more comfortable with continual maternal presence during infancy.

Pandya (1996) has undertaken an investigation to study the adjustment, achievement motivation, anxiety and educational achievement of children of working and non-working mother's. The sample comprised of 1300 working and non-working mother's children. Data was collected through Adjustment Inventory, achievement motivation Scale, Anxiety Scale and school result reports. The collected data was treated with mean, SD, F-ratio and 't'test. The findings of the study revealed that social adjustment of daughters of non-working mother's was higher than that of son's of working mothers. Achievement motivation of working mother's sons was higher than non-working mother's sons. Non-working mother's son's anxiety was superior than daughters. Living in divided families, non-working mother's children educational achievement was more than working mother's children educational achievement. Social adjustment of working mother's children studying in class IX was better than non-working mother's children studying in class IX.

Goldberg et al. (1996) conducted a study in which mother's total weekly work hours and psychological work involvement were examined in relation to child's achievement behaviors and mother's parenting. 105 middle school children (6 years old) and their mothers participated in the study. Data were collected from lab observations, teacher ratings and parent surveys. Findings of interest include (i) for the full sample, higher weekly work hours were associated with poorer teacher ratings of children's grades, school work habits and aspects of personality conducive to achievement. (ii) within the employed sample, as mothers weekly hours of work increased, daughter's grades were higher than son's grades, work habits and ego control were poorer and (iii) mother's psychological motivation to work related to mother's support of children's achievement and girl's stronger achievement motivation. The study findings point to the utility of including multiple measures of work involvement and children's achievement related behaviors.

Singh (1996) studied on personality characteristics of school adolescents in relation to their mother's employment. A sample of 200 students drawn from schools of Agra of age 18-21 years were in 100 students was of working mother's group and 100 of housewives. Hindi adaptation of 16 Personality Factor (PF) questionnaires was used. The results revealed that subjects of working groups of mothers generally seemed to be out going, open minded, emotionally more stable, bold, venture some, adaptive to change, independent in decision making and active, while students of non-working group of mothers were found more reserved, less out going, emotional, shy, conservative, withdrawing, traditional oriented and depending.

Panda et al. (1995) examined personality and academic achievement of children of working and non-working women. The sample comprised of 120 adolescent girls (60 daughters had working mothers & 60 daughters had non-working mothers) selected from classes VIII and X in Bhubaneshwar. Maudsley Personality Inventory and Psychotism Scale were administered to the sample for data collection. The findings revealed that working mother's daughters were more extroverted, independent, confident, emotionally stable and less aggressive and less anxious than daughters of non-working mothers.

Bhan & Raina (1995) conducted a study to find out the attitude of adolescents belonging to working and non-working mother groups towards employment of married women and the influence of maternal employment in their creativity. The sample of the study comprised of 200 adolescents (100 boys & 100 girls) of working and non-working mothers aged between 14 to 16 years was randomly selected from different high schools of Jammu district. The tools used to collect the data were Wallach Kagan Test of Creativity by Paramesh (1972), Attitude Scale developed by the researcher. The data thus collected was analyzed by calculating standard errors; mean, SD, Critical Ratio, Skewness and kurtosis. Findings of the study revealed that adolescents with working and non-working mothers did not differ significantly with each other on creativity. Girls were found more creative than the boys in working mothers group. No sex difference in creativity among adolescents whose mothers are non-working. The adolescents with working mothers showed unfavorable attitude

towards maternal employment. The girls in both groups showed unfavorable attitude employment of women than the boys.

Muller (1995) examined how parental involvement intervenes in the relationship between maternal employment status and mathematics achievement in terms of educational adjustment of 8th grades. Data on 13,831 students and their parents from the National Educational Longitudinal Study of 1988 (NELS, 1988), base year and 1st year followed up were analyzed. The findings showed that part time employed mothers generally had the highest levels of involvement in educational adjestment. Children performed better on base year tests when mothers were employed part time or not employed.

Bogenschneider & Steinberg (1994) have conducted a study to examine whether and under what conditions maternal employment affects school achievement among high school students. Sample of the study was drawn from a large study of high school achievement. The data came from self-reported questionnaires administered to approximately 10,000 9th to 12th grades during the 1987-88 school years in nine high schools in California and Wisconsin. Analysis for this article was restricted to the subgroup of 2,571 white adolescents. Grade-point average (GPA) was served as an index of achievement. It was found that among 2571 white adolescents living in two parent families who provide information on parental employment patterns, school grades and family characteristics (i) upper middle-class and middle class boys reported lower grades when their mothers were working full-time. (ii) Upper middle-class and middle-class girls reported no effect of their mother's contemporaneous employment but did reported lower high school grades when their mothers worked full-time during the pre-school period. (iii) For upper middle-class boys, their grades were lower when their mothers worked full-time throughout the boy's lives than when the mothers increased their work hours over time.

Mallik and Katyal (1993) they found that daughters of working mothers exhibited more frustration as compared to the daughter of non-working mothers. The first possible reason for such findings could be that the mother who is working looses lot of valuable time due to employment, which otherwise who would have devoted to her girl child.

Taluja & Zainuddin (1991) conducted a study to find out significance of difference between mean n-autonomy scores of children of mothers belonging to four professions (nurses, lecturers, teachers and doctors). The sample consisted of 110 children from two local schools of Aligarh city. The income range varied in terms of three professions, their socio-economic status also varied. The children belonging to any one professional group of mothers were picked up randomly from that group. The research tool used in this study for data collection was Children's Apperception Test (C.A.T) by Uma Chowdhary (1960) and Parental Attitude Research Instrument by Uma Sexana (1976). The 't' test was used to test the significance of difference between mean autonomy scores of six comparison groups based on four different professions. Results disclosed significant difference between children of nurses and children of teachers. The children of teachers have been found to be more autonomous.

Sundararajan and Lilly (1991) analyzed the Study habits of 9^{th} standard pupils sample of 480 (210 females and 270 males) students was selected by using cluster sample technique from two urban and two rural schools in Chidambaram, Tamil Nadu, India. Study Habit Inventory of Mukopadhyaya and Sansanwal (1983) were used in this study. The test of significance revealed that girls had significantly better Study habits than boys. But no significant difference was found between rural and urban students with respect to their Study habits.

Rogers (1991) designed a study to compare social experience and stranger anxiety of infants of working mothers with those of infants of nonworking mothers. The sample consisted of 76 infants, 3 to 12 months olds (38 of each sex) living in a university community. Both working mothers (n=25) and nonworking mothers (n=51) were included in the study. The Goulet-Decanie modification (1974) of the infant-stranger prototype developed by Morgan & Ricciuti (1969) was used to assess the infant's reaction to strangers. The effect of mother's employment status, sex of the infant and age of the infant in the intensity of anxiety, experienced by infants in the experimental approach were analyzed. Maternal work status was not found to be a significant parameter in infant reaction to a stranger, except when physical contact was involved.

Khattar (1990) had examined emotional and social adjustment of children of working and non-working mothers in joint and nuclear families. The purposive sample consisted of 120 children in the age group of 10-12 years. The tools used for study were (i) social adjustment inventory by Asthana (ii) picture frustration test by Rosenweig. The findings revealed that children of working mothers exhibited significantly more ego dominance than children of non-working mothers. No sex differences were observed with respect to need persistence responses. Need persistence responses were found to be more among the children of nuclear family than that of joint family.

Maradula, J. (1990) has conducted an investigation to study academic achievement among children of working and non-working, uneducated and educated mothers, with different levels of adjustment, frustration and level of aspiration. The sample of the study consisted of 200 children of working and 200 children of non-working mothers. The purposive stratified random sampling technique was followed. The tools used were Adjustment Inventory of A.K.P. Sinha, and Level of Aspiration Test of Shah & Bhargava. The statistical measures used include mean, SD, and t-test. The findings of the study revealed a significant difference in academic achievement in case of the children of working uneducated (WUE), working educated (WE), non-working uneducated (NWUE), non-working educated (NEW) and WE-NEW having high adjustment [Total (T), Emotional (E), Social (S), and Education (ED)] adjustments except in case of WE-NEW children having high emotional (E) adjustment, NWUE-NWE children having high emotional adjustment and NWUE-NEW children high social adjustment. The children of WUE-WE and NWUE-NEW mothers having high frustration differed significantly regarding their achievement scores. Children of WUE-UE mothers having a high level of aspiration differed significantly regarding their scores of achievement. The difference in NWUE and NEW mothers having a low level of aspiration was significant on the achievement scores.

Goswami (1987) conducted an investigation to study the problems of working mothers and their impact on their pre-school children. The sample of the study consisted of 150 working mothers who were employed either in the organized or unorganized sector. Those working women were selected through simple random

sampling that had children of the age group upto six years; only pre-school children were selected. Both primary and secondary sources of the data were used. Five cases studies of five working mothers of different background and five case studies of five pre-school of these mothers were completed to find out their problems and their impact on the children. Percentage was manly used to analyze the data. The study revealed (i) there was a multi-dimensional impact on children of working mothers. The most vulnerable section was the unlettered and low-paid working mothers who were as ignorant of the importance of adequate childcare as they were unaware of the facilities available. (ii) The lower-middle class, middle class and affluent working mothers were also plagued by anxiety not because they could not afford the facilities but because the facilities available were not at par with the demand. They suffered from tremendous strain because they had to harmonize the two roles of mother and worker.

Kala (1986) has undertaken an investigation to compare the personality adjustment of pre-adolescent children of working and non-working women from higher socio-economic families, and to investigate the interaction effect of working and non-working status of mothers and their relationship with children's personality adjustment. A quasi-experimental design was used in the study. The sample of the study consisted of 60 children (30 children of working mothers & 30 children of non-working mothers). There were an equal number of boys and girls. They were drawn from families of higher socio-economic status. The tools used were Pre-adolescent Adjustment Scale (PASS), Parent-Child Relationship Scale constructed and a Personal Life Sheet for Mothers specially prepared for the project. Descriptive statistics and analysis of variance were used for data analysis and drawing conclusions. The findings revealed that (i) the two groups of working and non-working mothers did not differ in perceived parent-child relationship. (ii) The girls from the working group and boys from the non-working group showed better adjustment with peers. (iii) There was no significant difference between the general adjustment of the children of working and non-working mothers. However, the girls from the working group were better adjusted than those from the non-working group. On the other hand boys from the non-working group were better adjusted than boys from the working group.

Taori, (1986) designed a study to find out the major personality need, level of intelligence and level of academic achievement of children of working and non-working mothers. The sample of the study consisted of 190 children (106 were girls & the rest boys) of working mothers in the age range of 12 to 13 years studying in class 8th of government recognized Hindi medium schools in Lucknow. An equal number of children of non-working mothers matched on socio-economic status and type & size of family constituted the controlled group. Mahrotra, s Indian Adaptation of Cattell's HSPQ was administered to the 380 students for assessment of their personality traits. Kumar's Needs Sale was used for assessment of student's needs. The Progressive Matrices Test was used to ascertain their level of intelligence. Kapur's Socio-economic Scale was used for assessment of socio-economic status of students. Marks in the last two home tests were used as the criterion of academic achievement. The findings revealed that (i) children of working women were less intelligent, less excitable, more disciplined, more assertive and more independent than the children of non-working women. (ii) Children of working mothers had significantly more need achievement, nurture and affiliation. (iii) There was no significant difference in academic achievement of children of working and non-working mothers.

Sharma, R.A. (1986) has undertaken an investigation to compare the personality factor, total adjustment, study habits and the attitude of the children towards their parents and to study scholastic achievement and self-concept of the children of working and non-working mothers. The sample of the study consisted of 600 children of working and non-working mothers. The tools used for the study were; Adjustment Inventory for School Students, Swatva-Bodh Parikshan, Children's Report of Parental Behavior, Test of Study Habits and Attitudes and Children Personality Questionnaire. The study of scholastic achievement was made on the basis of annual results. The findings of the study revealed that (i) the self-concept level of the children of working mothers was found to be more than that of the children of non-working mothers. (ii) In comparison with the children of non-working mothers, the children of working mothers were found to be better in concentration and confidence. (iii) Although the study habits and attitudes of the children of both the groups were found to be very poor, their school achievement was high. (iv) In comparison with the children of

working mothers, the children of non-working were found to be more excited, anxious, tender-hearted, sensitive, dependent and more protected.

Ramachandran (1981) conducted a study to identify the effect of maternal employment on the socio-emotional and educational development of children, and to identify the difference between working and non-working mothers with regard to certain aspects of their children. A stratified sample of 360 students (180 boys and 180 girls) in the age group of 7 to 8 years studying in class 3rd was selected from schools situated in the South Delhi District in the union Territory of Delhi. Two main groups were formed on the basis of the employment status of mothers. It was divided into male and female cases and further sub-divided into cases under high, middle and low socio-economic class. The data on the subjects within each of the socio-economic classes were subjected to one-way and two-way analysis of variance to compare groups of children as well as mothers within the socio-economic class. The findings revealed that the employment of mothers had neither a positive nor a negative effect on the socio-emotional and educational development of the children. (ii) Children of working mothers did not differ in any way from children of non-working mothers in terms of their social maturity, self-concept, manifest anxiety, achievement in language and achievement in arithmetic, within the socio-economic class.

Schachter (1981) conducted a study to compare the toddlers of employed mothers with unemployed mothers matching family size, social class, intact status and group care experience. No differences were found on language development but intelligence of children of non-employed mothers was found to be significantly higher. Difference was found in emotional adjustment but children of employed mothers were found to be more peers oriented and self-sufficient.

Nelson (1969) has conducted a study to determine the difference in school achievement among adolescent children with working and non-working mothers. The sample of the study consisted of 312 ninth-grade pupils that were categorized according to their mother's work history. Differences in ability among the children were controlled by holding IQ constant by using analysis of covariance-multiple classification. The findings revealed that (i) there was no significant difference in school achievement among the children whose mothers worked full-time, part-time or

not at all (ii) boys and girls did not differ in school achievement among the three maternal employed groups.

George and Thomas (1967) conducted a study to compare children of employed and unemployed mothers for the variables academic achievement, intelligence, introversion vs extroversion and adjustment (home, health, social and emotion). No significance difference was observed in two groups.

2.5 Critical Appraisal of the Related Studies

A brief account of preceding studies leads to the conclusion that research in the field of working and non-working mothers in general and in its relation to the psychological factors in particular, seems to be developing past, touching many new areas. A critical analysis of above mentioned studies give rise to certain substantive inquires which need to be highlighted and addressed for the sake of further investigation. Most of the studies whether conducted in India or abroad support multiple results leading to phenomena where the need of further research becomes imperative.

In the area of working and non-working mothers (maternal employment), it has come to light that research studies found contrary and mixed results. Maternal employment did not influence the need for achievement motivation (Vaidya, 2000). However, children of employed mothers exhibited significantly higher need for achievement, exhibition, autonomy, dominance, abasement, nurturance, heterosexuality and aggression (Antony, 1999). Maternal employment may not have any distinct negative impact on preschool children's intellectual development (Dyahadroy, 2007). As against to this, study conducted by Taori (1986) reported that children of working women are less intelligent. There is no significance difference between adolescents with employed and unemployed mothers on the measure of career decision making, self-efficiency scores (Easvaradoss et al., 2005). However, there is a significant difference in the child rearing quality of employed vs non-employed mothers (Daka & Kakkar, 1998). Children of working mothers exhibit significantly more ego dominance than children of non-working mothers (Khattar, 1990). They are less excitable, more disciplined, more assertive and more independent than children of

non-working women (Taori, 1986), children of non-working were found to be more excited, anxious, tender-hearted, sensitive, dependent and more protected (Sharma, R.A., 1986). As against to this, the study conducted by Khan & Hassan (2012) revealed that children of non-working mothers are more emotionally intelligent than children of working mothers; they show significant difference in self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development and altruistic behavior. Several researchers have reported that there is no significant difference between the general adjustment of the children of working and non-working mothers but gender was found to be important (Sharma & Dharmawat, 2009, Hussain & Jabin, 2002, Moharil, 2000, Kala, 1986). As the Social adjustment of daughters of non-working mother's was higher than that of son's of working mothers (Pandya, 1996). Daughters of working mothers exhibit more frustration as compared to the daughter of non-working mothers (Mallik and Katyal, 1993). Psychosocial development of the daughter's of employed mothers is lower than that of the daughters of non-employed mothers (Dyahadroy, 2007). As against to this, study conducted by Singh (1996) found that subjects of working group of mothers generally seemed to be out going, open minded, emotionally more stable, bold, venture some, adaptive to change, independent in decision making and active, while students of non-working group of mothers were found more reserved, less out going, emotional, shy, conservative, withdrawing, traditional oriented and depending. Panda et al (1995) also reported that working mother's daughters were more extroverted, independent, confident, emotionally stable and less aggressive and less anxious than daughters of non-working mothers.

In the area of Study Habits, it has come to light that research studies found contrary and mixed results. According to Akhani et al. (1999) there are nine areas of study habits out of which some areas are affected by mother's employment and some areas are not affected. Several researchers have reported that gender has no influence on study habits of students (Sampath & Selvarajgnanaguru, 1997; Stella & Purushothaman, 1993; Christian, 1983). As against to this, studies conducted by Suneetha & Mayuri (2001); Singh (1989-90) found that boys and girls differ significantly in study habits. However, female students are found to have better study habits than boys (Sud and Sujata, 2006; Sundararajan and Lilly, 1991). Researchers

like Panda (1992); Singh (1989-90) reported that boys had significantly better study habits than girls. There exists a positive and significant relationship between study habits and academic achievement (Raiz et al., 2002; Gakhar, 2005; Lakshminarayanan et al., 2006; Kaur & Lekhi, 1995; Khan, N., 1993; Misra, 1992; Ramaswamy, 1990; Mehta et al., 1989-90; Tuli, 1981; Jain, 1967). As against to this, study conducted by Mehdi (1965) contributed that study habits was not found to contribute significantly to the predictor of academic achievement.

Also in the area of Emotional Intelligence it has come to light that research studies found contrary and mixed results. Researchers like Kaur & Meenkashi (2010), Gupta & Kaur (2006) holds that school-going adolescents of working mothers has significant higher level of emotional intelligence than of having non-working mothers. Although Khan & Hassan (2012) reported that children of non-working mothers are more emotionally intelligent than children of working mothers. In continuation to this, some researchers reported there is no significant difference between male and female in emotional intelligence (Olatoye et al, 2010; Panda, 2009; Subramanyam & Rao, 2008; bracket et al, 2003) while others reporting there is difference between male and female in emotional intelligence (Nandwana & Joshi, 2010; shah & Thingujum, 2008). Girls are found to be higher in emotional intelligence than boys (Reddy & Venu, 2010; Hassan et al, 2009; Katyal & Awasthi, 2005; Devi & Rayula, 2005). Although Nandwana & Joshi (2010), thingujum (2008) reported that boys are found to be higher in emotional intelligence than girls. Researchers have also reported that emotional intelligence was positively correlated with scholastic achievement (Chawla et al, 2011; Rani, 2011; Ogundokum & Adeyemo, 2010; Hassan et al, 2009; Downey et al, 2008; Parker et al, 2003).

Further, in the area of Academic Achievement it has come to light that research studies found contrary and of mixed results. Maternal employment does not determine the child's academic achievement, no significant difference in scholastic achievement among children of working and non-working mothers (McIntosh, 2006; Horwod & Ferguson, 2000; Akhani et al, 1999; Taori, 1986; Ramachandran, 1981; Nelson, 1969). However there was significant difference between children of working and non-working mothers (Tomar & Daka, 2010; Sridevi & Beena, 2008; Botsari &

Makri, 2003; Goswami, 2000; pandya, 1996; Budhdev, 1999; Maradula, 1990). Students whose mothers are employed have achieved better academic achievement than that of the students whose mothers are not employed (Srideri & Beena, 2008; Botsari & Makri 2005; Goswami, 2000; Budhdev, 1999). As against this, study conducted by Tomar & Daka (2010); Pandya (1996) reported that children belonging to non-working mothers have achieved better academic achievement than the students whose mothers are working. Low correlation exists between gender and academic achievement (Naderi et al, 2008). Although Uwaifo (2008) and Yadav (2001) reported that there were significant differences in academic achievement between male and female students. In continuation to this, some researchers reported that female students obtained higher academic achievement than male students (Anton & Angel, 2004; Vijayalaxmi & Natesa, 1992). While others reported that male students obtain higher academic achievement than female students (Goswami, 2000).

The literature review clearly indicates that there is still a research gap related to the effect of maternal employment. The above mentioned studies have provided an insight into the present problem, as well as enable the investigator to remove all those fit falls. There is not even a single comparative study dealing with study habits, emotional intelligence and academic achievement of children of working and non-working mothers. The present research is a humble attempt to fill in the research gap in this area.

Above mentioned studies also provide guide lines for evolving the design and for selecting appropriate tools and techniques of research for present study, which have been discussed in the next chapter.

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CHAPTER-III

DESIGN OF THE STUDY

3.1 METHODOLOGY

3.2 VARIABLES UNDER STUDY

3.3 TOOLS USED FOR DATA COLLECTION

3.4 ADMINISTRATION OF THE TOOLS

3.5 DESCRIPTION OF THE TOOLS AND THEIR SCORING

3.6 STATISTICAL TECHNIQUES EMPLOYED

CHAPTER-III
DESIGN OF THE STUDY

Research design refers to the steps that investigators follow to complete their study from start to finish. These include: asking a research question based on a theoretical orientation, selection of research respondents and data collection, data analysis and reporting the results (Marvasti, A.B, 2004). Reduced to the simplest of terms, "research design is a mapping strategy. It is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings." (Singh, 2006)

3.1 Methodology

Conducting research in human development is a very difficult task because in the studies on Human Development all variables associated with the organism influence the development either directly or indirectly. Hence it is necessary to use sophisticated methodology and care has to be taken right from the selection of tools and techniques to the process of data collection. Methodology is the total sum of these techniques/steps being carried out by a researcher in order to find out the real dynamics operating for any problem and behavioral outcome. In other words methodology is defined as *'the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes'* (O'Donoghue. T, 2007). It is a kind of decision making process in which the researcher has to select the appropriate model, sampling technique, measuring instruments and data analysis methods suitable for selected problem. However, the objectivity of the scientific investigation is reliant upon the accuracy of research methodology adopted by the researcher. It is a scientific procedure within which research is conducted in a smooth and unbiased fashion. It is a king of architecture prepared in advance by the researcher with minimum expenditure of time money and other requirements.

In the light of above facts the method adopted for the present study can be categorized as descriptive statistical in nature. Descriptive statistics describes and interprets what

exists at present. It is concerned with conditions or relationship that exists, practices that prevails, beliefs, points of views or attitudes that are held, processes that are going on, effects that are being felt or trend that are developing. The process of description as employed in this research study goes beyond mere gathering and tabulation of data. It involves an element of interpretation of the meaning or significance of what is described. Thus description is combined with comparison or contrast involving measurements, classification, interpretation and evaluation. The present investigation attempts to compare the study habits, emotional intelligence and academic achievement of children of working and non-working mothers and to find out the relationship between study habits, emotional intelligence and academic achievement of children of working and non-working mothers.

3.2 Variables under Study

3.2.1 Independent variables

- Gender- Male and Female Students
- Mothers employment status- Working and Non-working

3.2.2 Dependent variables

- Study Habits
- Emotional Intelligence
- Academic Achievement

3.3 Tools used for Data Collection

In order to measure the dependent variables the following tests/scales were used.

- Personal Information Sheet prepared by the investigator.
- Study Habit Inventory (1985) by Prof. M. Mukhopadhyaya & D.N. Sansanwal.
- Mangal Emotional Intelligence Inventory (2004) by S.K. Mangal & Mrs. Shubhra Mangal.

3.4 Administration of Tools

The investigator personally visited each institution. After identifying the institutions, principals of the schools were contacted and explained the purpose of study. With their due consent the researcher by using random number tables identified subjects and the subjects were contacted, informally and a rapport was established and were instructed how to respond to the different tools. Test administration is one of the most important steps in the research process because in the absence of correct test administration, one cannot get reliable results.

Thus in order to develop rapport and to get the right responses from the sample population a brief talk was given to them. The instructions given in each tool were explained in a specific manner and it was ensured that subjects should be seated comfortably and as far as possible should not have a chance talk to other students or glance at their answers. The confidentiality of the responses was assured and also the students were explained in clear terms that there is no right or wrong answer and it is only a preference/ feeling that they would be indicating. It was impressed on them that their answers will be used for research purpose. Further clarifications were offered on the questions/doubts raised by them and they were requested to corporate with the investigator for successful completion of the research. Each tool was administered in accordance with the instructions laid down in their respective manuals. Before starting the investigator made his best effort to see that each subject has clearly understood.

3.5 Description of the Tools and their Scoring

3.5.1 Study Habit Inventory (SHI)

SHI was designed to measure the study habits of students at the post secondary level. In this investigation SHI was used to measure the Study Habits of higher secondary school students. This scale was developed by M. mukhopadhyay and D.N.Sansanwal in the year 1985 constructed on a five point scale (always, frequently, sometimes, rarely and never). In constructing an inventory, the basic centers on the construct of the behavior to be measured. For the present inventory, the study habits have been considered to be constituted of nine different kinds of study behaviours. These are:

i. **Comprehension-** There are certain specific behaviors with respect to a student's study behaviors which are geared to better comprehension. For example, before reading a lesson intensively the student may try to catch on what the lesson is about. By so doing, he may actually try to establish a mental set for studying a particular content. Similarly, he may try to relate the materials learned in one subject with those learned in another, so that he may subsume the new learning with the previous knowledge.

ii. **Concentration-** Concentration is a very important predictor of effective study habits. Some students are capable of concentrating easily and for long whereas, some others take time to concentrate, but once they concentrate, they can continue for long, while still some others find it difficult to concentrate at all. Some may read only while they are in a mood to do so. Others may require stimulation through tea, coffee, smoking etc for concentration.

iii. **Task orientation-** If a student who has to study a series of subjects and has to develop different levels of cognition, the task orientation is an important component of the study habits. For example, some students study different subjects according to fixed routine- daily, weekly or monthly. Certain students fix the time target for completing certain academic tasks. Student's orientation and behavior towards accomplishment of the task in a pre-decided time frame is task orientation.

iv. **Study Sets-** By study sets we mean the physical and situational characteristics which a student adopts for study. For example, some students read only in the night; some students learn more when they read lying on the bed, whereas some others may as well sleep if they read lying on the bed.

v. **Interaction-**Although both teaching and learning in our colleges remained monoaction and almost the private affairs of the particular teachers or students respectively, there is enough evidence to conclude that interaction of a student with his teachers or parents or his friends contribute positively towards better learning. Thus, interaction is a significant component of study habit. For example, when a student does not understand while studying, he may go to some of his friends for discussion. Amongst the postgraduate students in certain universities, a common practice is to form small groups of three or four students who study together.

vi. **Drilling-** Drilling means practising a particular learning again and again. While drilling is a common practice at school level, it is a very important component of good study habits amongst students of science and technology. Since drilling is almost essential in case of Mathematics, Chemistry, Engineering, Drawing etc. these students may revise the topic and tasks already learned more than ones.

vii. **Supports-** Study in any particular discipline gets a sound back-up from a broader study base. A student's habit of studying different types of books, other than textbook, or newspapers may be helpful in the learning of his subject.

viii. **Recording-** At higher level any good teacher hardly teaches on the basis of a single book. For good performance of the students, it is also necessary to read a number of books; recording in the form of text, class note or preparing one's own study notes are, hence, very important factors. Some students prepare their own notes on the basis of class lectures which form the basis for their own independent study. Many students depend only on the class notes dedicated by the teacher.

ix. **Language-** language capability is an important predictor of effective study habits. For example, where the medium of instruction is English, it is important to see with what facility and ease does a student read books in English. This affects his concentration, comprehension and duration of study.

Table 3.1
Weightages assigned to nine sub-components of Study Habits

Sub- components	Weightage	No. of Items
Comprehension	28%	12
Concentration	23%	10
Task Orientation	18%	9
Study Sets	-	7
Interaction	7%	3
Drilling	7%	4
Supports	7%	4
Recording	5%	2
Language	5%	1
Total		**52**

Note: since study set cannot be classified in terms of desirability and undesirability, they are not included in assigning weightages. In all 7 items were prepared to assess the study sets.

These nine sub-components of the study habits were identified and subsequently validated by several experts. It was also found necessary to assign differential weightages to different sub-components of the study habits. The weightages assigned by experts are indicated by the numbers of items in each sub-component and the items carry equal value. The weightages assigned to the nine sub-components are given in above table 3.1

3.5.1.1Drafting of Items

On the basis of the specifications of constructs mentioned above, the items were drafted. The usual question of sentence forms: statements (affirmative and negative) verses interrogative forms did come in. Besides the selected nine constructs and study sets, items were also drafted to enquire about the number of hours one studies and also the nature of materials that one studies over these hours. These informations have been found useful in interpreting study habits.

Considering the ease in response-pattern, the statement forms were used. For each sub-component, items were drafted twice the number stipulated in the specification chart. The items were scrutinized and reviewed by a group of experts on the basis of the scrutiny and subsequent modifications, final sets of items were included in the sub-tests as per the specification.

In order to avoid any mechanistic response pattern, the items were jumbled. The jumbling was done in a random fashion in order to avoid any pattern which might emerge due to systematic randomizations. Items were initially tried out on a group of thirty college students. Their responses were reviewed and also a discussion was held to ascertain their comprehensibility of the language used in the inventory.

3.5.1.2 Psychometric Properties

In the development of any inventory, the item analysis is a commonly used practice and an important activity. In the development of this inventory, a different mechanism has been adopted. In view of the very nature of the behavior being measured, it is felt that the sub-components like concentration, task orientation etc. are responsible units than the statements measuring each of these sub-components. Hence assessment of the tests properties has been restricted to the sub-test level.

Discrimination Power- data on 180 students were analyzed on the basis of total scores (summation of scores of all the sub-components except the study sets); the response sheets were arranged in descending order. Top 60 and the bottom 60 scored sets were taken out to determine the discrimination power. For each of the sub-component, except the study set, mean and standard deviation of the upper group and the lower group were computed. The mean difference was subjected to't' test. The results of the analysis are given in table 3.2

Table 3.2
Mean difference in upper and lower group

Sub-test	Upper Group N=60		Lower Group N=60		't'
	M	SD	M	SD	
Total	156.01	7.85	99.27	9.68	35.27
Comprehension	45.66	4.04	28.15	5.28	20.41
Concentration	36.10	4.92	23.10	4.48	15.13
Task Orientation	29.47	3080	20.35	4.16	12.55
Interaction	10.75	2.62	6.32	2.36	9.73
Drilling	10.57	1.88	5.98	2.27	12.06
Supports	10.40	1.63	6.30	1.94	12.42
Recordings	7.07	1.39	4.87	2.12	3.87
Language	6.00	1.50	4.18	1.55	6.54

The table indicates that 't' value were significant in each of the sub-test. Each sub-test was as well as the total score.

Internal Consistency- In the nest analysis, internal consistency was checked by correlating the scores of the sub-test with the total test scores. The coefficients of correlations are given in table 3.3

Table 3.3
Coefficients of correlations

Sub-test areas	Coefficients of Correlation	Significance
Comprehension	.87	.01 level
Concentration	.49	.01 level
Task Orientation	.59	.01 level
Interaction	.58	.01 level
Drilling	.55	.01 level
Supports	.59	.01 level
Recordings	.50	.01 level
language	.49	.01 level

Internal consistency is evident and all the coefficients are significant at .01 level and they range between minimum of .49 to the maximum of .87

3.5.1.3 Reliability

The reliability of the whole inventory was worked out by using split-half method. The reliability coefficient is .91 fairly high and indicates that the inventory is reliable.

3.5.1.4 Scoring Procedure

The inventory comprises 52 items pertaining to line sub-components namely Comprehension (12 items), Concentration (10 items), Task Orientation (9 items), Study Sets (7 Items), Interaction (3 items), Drilling (4 items), Supports (4 items), Recording (2 items) and Language (1 item) which characterized the basis of study habits. The items have been drafted in affirmative (34 items) and negative (18 items) forms.

Affirmative (+) Items: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 22, 23, 24, 25, 27, 29, 30, 31, 32, 34, 38, 39, 41, 43, 44, 46, 49, 50, 51, 52 (34 items).

Negative (-) Items: 10, 16, 17, 18, 19, 20, 21, 26, 28, 33, 35, 36, 37, 40, 42, 45, 47. 48 (18 items).

The scoring guide given in the last page of consumable booklet of the inventory clearly stipulates that a positive item should be given 4, 3, 2, 1 and 0 for response 'always', 'frequently', 'sometimes' , 'rarely' and 'never' respectively, whereas the scoring process should be reversed as 0, 1, 2, 3 and 4 for negative items. Maximum Totals score 208 and Minimum Total Score 0.

Positive Items: 4, 3, 2, 1.

Negative Items: 0, 1, 2, 3, 4.

3.5.2 Mangal Emotional Intelligence Inventory (MEII)

Emotional Intelligence Inventory was constructed by S.K. Mangal and Shubhra Mangal (2004) for the measurement of emotional intelligence of 16+ years age of school going students (total as well as separate) in respect of four areas or aspects of emotional intelligence namely, Intra-personal Awareness (knowing about one's own emotions) Inter-personal Awareness (knowing about others emotions), Intra-personal Management (managing one's own emotions) and Inter-personal Management (managing others emotions) respectively.

Table 3.4
Showing four areas of Emotional Intelligence

Sr. No.	Area/Aspects	No. of Items
(a)	Intra-personal Awareness (own emotions)	25
(b)	Inter-personal Awareness (others emotions)	25
(c)	Intra-personal Management (own emotions)	25
(d)	Inter-personal Management (others emotions)	25
	Total of Items	**100**

It has 100 items, 25 each from the four areas to be answered as 'yes' or 'no'. While constructing items for each of these areas due care was taken to make use of the simple language and provide well-defined purposeful statements to the respondents for the assessment of their emotional intelligence.

In the beginning a list of 180 items was prepared. The list was presented to a group of 5 judges and only those items were retained about which the judges were unanimous on their retention. It led to the elimination of 30 items out of 180. The remaining 150 items were subjected to item analysis.

3.5.2.1 Item Analysis

Item analysis was carried out by computing biserial correlation of each item (1) with the total scores on the inventory and (2) with the area total scores. The significance of a biserial at .01 level was fixed as the criterion for retaining an item. This led to the elimination of 48 items. Later on two more items seeming somewhat alike and week in nature were also dropped in view of keeping equal number of items i.e. 25 each in all of the four areas of dimensions of emotional intelligence inventory.

3.5.2.2 Standardization

The final test of 100 items was administered on a large sample of 2200 (1050 males and 1150 females) students 16+ years of age.

The sample was drawn by stratified proportionate cluster random sampling technique from the population of the students in (1) XII class of the higher secondary schools of Haryana state affiliated to Board of School Education Haryana (2) colleges including engineering and B.Ed. colleges affiliated to M. D University Rohtak and (3) students studying in the post graduation departments of M.D University Rohtak. The distribution of scores of the subjects of both sexes in respect to total inventory as also of the four separate areas of inventory were tested for the normality by applying chi square test. Test upheld that the distributions were not departing significantly from normality.

Normality of these distribution may also be adjudged as self revealed, if we have a look at the statistics obtained through the administration of the inventory on the standardization sample provided in the table 3.5

Table 3.5
Various Statistics of the Distribution of Inventory Scores

Statistics	Males (N=1050)					Females (N= 1150)				
	Intra PA	Inter PA	Intra PM	Inter PM	Total	Intra PA	Inter PA	Intra PM	Inter PM	Total
Mean	16.89	16.52	17.72	16.64	68.07	16.61	16.71	17.89	18.05	69.25
Median	17.00	17.00	18.00	17.00	69.00	17.00	17.00	18.00	18.00	70.00
Mode	19	20	18	18	70	16	18	20	20	68
Skewness	.319	.374	.514	.203	.246	.287	.457	.684	.434	.390
Kurtosis	.306	.443	.081	.465	.348	.216	.060	.377	1.89	.035
Range	5-24	5-25	5-25	8-30	32-98	4-25	2-25	5-25	2-25	31-94
SD	3.61	3.96	3.58	3.46	11.03	3.75	3.87	3.48	3.21	11.15

3.5.2.3 Reliability

Reliability of the inventory was examined through three different methods, namely

i. Split half method using Spearman-Brown prophecy formula.
ii. K-R formula (20).
iii. Test-retest method (after a period of 4 weeks).

The reliability coefficient derived through these tests are given in a table 3.6

Table 3.6

Reliability Coefficient

Methods used	N	Reliability Coefficient
Split half	600	.89
K-R formula	600	.90
Test-retest	200	.92

Note: for the first two methods sample consisted of 300 males and 300 females randomly selected. For test-retest the retest was administered on 100 males and 100 females.

3.5.2.4 Validity

The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion related approaches.

3.5.2.5 Factorial Approach

For adopting factorial approach inter-correlation among the four areas of the inventory were calculated. The derived correlation matrix is presented in the table 3.7

Table 3.7
Correlation matrix of four areas of the inventory
N=600 (300 male and 300 female)

	Intra PA	**Inter PA**	**Intra PM**	**Inter PM**
Intra PA	-	.716	.501	.437
Inter PA	.716	-	.452	.480
Intra PM	.501	.452	-	.476
Inter PM	.437	.480	.476	-

Table 3.6 reveals that correlation among four areas of the inventory vary from .437 to .716 (after testing these correlations at .01 level 2 tailed, it was found that all were significant). Thurstone's centriod method of factor analysis was employed and after the extraction of second centroid factor from the list residual matrix, it was amply proved that four areas of the emotional intelligence inventory are quite interrelated and inter-dependent among themselves.

3.5.2.6 Criterion related approach

Two different external measures used for this perpose were (1) Adjustment Inventory for college students developed by A.K.P Sinha and R.P.Singh and (2) Emotional Maturity Scale developed by Yasvir Singh and Mahesh Bhargava.

In these measures the lower scores tend to represent favourable result i.e. good adjustment and higher level of emotional maturity while in the case of our Emotional Intelligence Inventory it goes in the opposite direction i.e. providing lower level of emotional intelligence

The validity coefficients (the product moment correlation coefficients obtained between total scores Emotional Intelligence Inventory and Adjustment Inventory as well as Emotional Maturity Scale) obtained through these two measures have been given in the table 3.8

Table 3.8
Validity Coefficient of the Inventory

Measures used	Validity Coefficient
Adjustment Inventory for College Students (N=400)	-0.662
Emotional Maturity Scale (N=400)	-0.613

3.5.2.7 Norms

Percentile norms were computed for both male and female students with regard to all the four areas of the inventory separately as well as for the inventory as a whole. Table 3.9 and 3.11 represent these percentiles for males and females separately.

Table 3.9
Percentile Norms for Males (N=1050)

Percentiles	Intra Personal Awareness	Inter Personal Awareness	Intra Personal Management	Inter Personal Management	Total Inventory
P_{99}	24.00	24.00	24.00	23.00	89.49
P_{95}	22.00	22.00	23.00	22.00	85.00
P_{90}	22.00	21.00	22.00	21.00	82.00
P_{85}	21.00	21.00	21.00	21.00	80.00
P_{80}	20.00	20.00	21.00	20.00	78.00
P_{75}	20.00	20.00	20.00	19.00	78.00
P_{70}	19.00	19.00	20.00	19.00	74.00
P_{65}	19.00	19.00	19.00	18.00	73.00
P_{60}	18.00	18.00	19.00	18.00	72.00
P_{55}	18.00	18.00	19.00	18.00	60.00
P_{50}	17.00	17.00	18.00	17.00	69.00
P_{45}	17.00	16.00	18.00	17.00	67.00
P_{40}	16.00	16.00	17.00	16.00	66.00
P_{35}	16.00	15.00	17.00	16.00	64.00
P_{30}	15.00	14.00	16.00	15.00	63.00
P_{25}	14.00	14.00	15.00	15.00	61.00
P_{20}	14.00	13.00	15.00	14.00	58.00
P_{15}	13.00	12.00	14.00	13.00	55.00
P_{10}	12.00	11.00	13.00	12.00	53.00
P_5	11.00	9.00	11.00	11.00	49.00
P_1	8.00	7.00	8.00	9.00	42.51

Table 3.10

Percentile Norms for Females (N=1150)

Percentiles	Intra Personal Awareness	Inter Personal Awareness	Intra Personal Management	Inter Personal Management	Total Inventory
P_{99}	24.00	24.00	24.00	24.00	91.00
P_{95}	22.00	23.00	23.00	22.00	86.00
P_{90}	21.00	21.00	22.00	22.00	83.00
P_{85}	20.00	21.00	21.00	21.00	81.00
P_{80}	20.00	20.00	21.00	21.00	79.00
P_{75}	19.00	20.00	20.00	20.00	78.00
P_{70}	19.00	19.00	20.00	20.00	76.00
P_{65}	18.00	19.00	20.00	20.00	75.00
P_{60}	18.00	18.00	19.00	19.00	73.00
P_{55}	17.00	18.00	19.00	19.00	71.00
P_{50}	17.00	17.00	18.00	18.00	70.00
P_{45}	16.00	17.00	18.00	18.00	68.00
P_{40}	16.00	16.00	17.00	18.00	67.00
P_{35}	15.00	15.00	17.00	17.00	65.00
P_{30}	15.00	15.00	16.00	17.00	64.00
P_{25}	14.00	14.00	16.00	16.00	62.00
P_{20}	13.00	13.00	15.00	16.00	60.00
P_{15}	13.00	13.00	14.00	15.00	58.00
P_{10}	12.00	12.00	13.00	14.00	55.00
P_5	10.00	10.00	11.00	12.00	50.00
P_1	7.00	7.00	8.00	9.00	39.00

3.5.2.8 Classification of Emotional Intelligence Scores into Categories

For a rough estimation and quick interpretation of the emotional intelligence scores earned by an individual student attempts were also made for proving a five fold categorization. It was done by dividing the base line of the normal curve in to five equal units being equal to 1.26. Table 3.11 presents the classification of emotional intelligence with regard to the total scores.

Table 3.11

Classification of Emotional Intelligence in terms of categories

Categories	**Description**	**Range of Scores**	
		Female	**Male**
A	Very Good	88 & above	90 & above
B	Good	75-87	77-89
C	Average	61-74	63-76
D	Poor	48-60	49-62
E	Very Poor	47 & blow	48 & above

3.5.2.9 Scoring Procedure

Scoring can be done by hand or with the help of stencils.

The mode of response to each of item of the inventory is in form of forced choice i.e. either 'yes' or 'no' indicating complete agreement or disagreement with the proposed statement respectively. In the present Emotional Intelligence Inventory thus there are item where response 'yes' is indicative of the presence of emotional intelligence and ' no' for lack of emotional intelligence. Similarly, there are items where 'no' response provides clue for the presence of emotional intelligence and 'yes' for its absence.

For scoring one mark is to be provided for the response indicating presence of emotional intelligence and zero for absence of emotional intelligence.

Table3.12

Classification of Emotional Intelligence in terms of categories in four areas

Area	Category	Description	Range of Scores	
			Male	Female
Intra Personal Awareness	A	Very Good	23 & above	24 & above
	B	Good	20-22	20-23
	C	Average	15-19	14-19
	D	Poor	10-14	10-13
	E	Very Poor	9 & above	9 & above
Inter Personal Awareness	A	Very Good	25 & above	25 & above
	B	Good	20-24	20-24
	C	Average	14-19	14-19
	D	Poor	9-13	10-13
	E	Very Poor	8 & above	9 & above
Intra Personal Management	A	Very Good	25 & above	25 & above
	B	Good	21-20	21-24
	C	Average	15-20	16-20
	D	Poor	11-14	12-15
	E	Very Poor	10 & above	11 & above
Inter Personal Management	A	Very Good	24 & above	25 & above
	B	Good	20-23	21-24
	C	Average	15-19	16-20
	D	Poor	11-14	12-15
	E	Very Poor	10 & above	11 & above

The list of the responses to the items indicative of presence of absence of emotional intelligence is provided here in table 3.13

Table 3.13

Scoring Scheme of Emotional Intelligence Inventory

	Mode of Response	Score
S. No. of Items (where 'yes' response shows presence emotional intelligence) 6, 18, 19, 20, 23 to 25, 27 to 29, 31, 41 to 44, 51 to 56, 58 to 68, 70, 71, 73 to 76, 79 to 82, 84, 88 to 90, 96, 99.	**'Yes'**	**1**
	'No'	**0**
S. No. of Items (where 'no' response shows presence of emotional intelligence.	**'No'**	**1**
	'Yes'	**0**

3.5.2.10 Interpretation of Subject's Score

For interpreting an individual score, help may be taken from the given percentile scores in table 3.9 and 3.10 separately for the male and female students. The subject's scores denoting his level of emotional intelligence may also be interpreted (area wise as well as total) in terms of one of the five is scored on positive side i.e. presence of emotional intelligence, a higher score of the individual (in the respective areas as well as total) here shows a higher level of emotional intelligence and lower score a lower level of emotional intelligence. The higher percentile rank of a subject may provide a quite satisfactory position of his or her level of emotional intelligence in a group of population tested.

3.5.3 Personal Information Sheet

The self constructed personal information Sheet comprises of twenty items helped in eliciting information regarding the subjects age, sex, family type, single parent or both parent, mother whether working or non-working, kind of work, number of working hours, educated/uneducated, academic achievement etc.

3.5.3.1 Academic Achievement: Marks obtained in the last qualifying examination was taken as the index of academic achievement. The investigator for the purpose of the study obtained X class (last qualifying examination) marks of the subjects from their school records. The marks of the last qualifying examination also obtained through the Personal Information Sheet filled by the respondents himself, convert into standard z-score

3.6 Statistical Techniques Employed

The analysis of the data is really a major task in the field of research. Analysis involves the scientific temper and expertness. However, the investigator kept into consideration the very basic norms for the analysis of the data. Appropriate statistical techniques were employed for analyzing the data. In order to examine and justify the objectives of the study both descriptive and inferential statistics were used.

3.6.1 Descriptive Statistics

Descriptive statistics classify, organize and summarize numerical data about a particular group of observations (Ravid, R. 2011). Certain descriptive statistics were computed in order to describe the nature of distribution of the scores. These are:

Mean- The mean values were computed as a measure of the central tendency of the distribution of study habits, emotional intelligence and academic achievement.

Median: The value of median of the various scores was computed to study the nature of distribution of scores

Standard Deviation: This was computed to study the variation in the scores and to do other various computations.

Z-score: The z-score is a type of standard score that indicate how many standard deviation unit a given score is above or below the mean for that group (Ravid, R. 2011). In present study z values were calculated, to convert the raw scores of academic achievements into a standard score.

Skewness: A distribution is said to be 'skewed' when mean and median fall at different points in the distribution and the balance is shifted to one side or the other (Garrett, H.E, 2004).

Kurtosis: refers to the peakedness or flatness of a frequency distribution as compared with the normal (Garrett, H.E. 2004). These values were computed in order to study the normality of scores of various variables to ensure about the application of the higher sophisticated values.

Frequency Polygon: They were drawn to study the nature of distribution of scores as well as their scatteredness of concentration towards the mean in the sample as well as in the universe.

3.6.2 Inferential Statistics

The following inferential statistics were used in the present investigation to test the various hypotheses of the study, as well as to draw definite conclusion on the basis of the obtained results.

ANOVA: Two way analysis of variance was used to calculate 'F-value' to find out significant difference.

't'-test: It was calculated to find out the difference between the means of two groups.

Pearson's Coefficient of Correlation (r): The values of coefficient of correlation were computed to study the relationship between variables.

All the statistical techniques were employed by using SPSS software.

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CHAPTER-IV

COLLECTION AND PRESENTATION OF DATA

4.1 COLLECTION OF DATA

4.1.1 DESCRIPTION OF THE SAMPLE AND ITS ELEMENTS

4.1.2 SAMPLE SELECTION

4.2 PRESENTATION OF DATA

4.2.1 NATURE OF DISTRIBUTION OF VARIABLES UNDER STUDY.

4.2.1.1 NATURE OF THE DISTRIBUTION OF STUDY HABITS SCORE

4.2.1.2 NATURE OF THE DISTRIBUTION OF EMOTIONAL INTELLIGENCE SCORE

4.2.1.3 NATURE OF THE DISTRIBUTION OF ACADEMIC ACHIEVEMENT SCORE

CHAPTER-IV

COLLECTION AND PRESENTATION OF DATA

The present study attempts to compare the study habits, emotional intelligence and academic achievement of higher secondary students of working and non-working mothers. It attempts to find out the relationship between study habits, emotional intelligence and academic achievement among the higher secondary students of working and non-working mothers.

M.Mukhopadhyaya and D.N. Sananwal's Study Habit Inventory and Mangal Emotional Intelligence Inventory developed by S.K. Mangal and Mrs. Shubhra Mangal were used as measures of the study habits and emotional intelligence. Marks obtained in the last qualify examination mentioned in marks certificates and also obtained through the Personal Information Sheet taken as the index of academic achievement.

4.1 Collection of Data

The problem of actual selection of the sample of required type and size becomes indeed very decisive of any systematic and scientific method of enquiry. Adequate sampling design involves a number of considerations such as nature and characteristics of the population from which the sample is drawn, accessibility of the subject chosen, availability of time and resources at the disposal of the investigator and appropriateness of the statistical treatment of the data etc. Keeping in view the above principle, the researcher followed the following steps.

4.1.1 Description of the Sample and its Elements

Sample of the present study consisted of male and female respondents of working and nonworking mothers of the age group 16 to 18 years, studying in XI class of Higher Secondary Schools of District Pulwama, Jammu and Kashmir, which were affiliated to Jammu and Kashmir State Board of School Education (JKSBOSE), all the elements in the population were included irrespective of their cast, creed, religion and family type.

4.1.2 Sample Selection

The representative sample for the present investigation was selected by using the following procedure.

4.1.2.1 Selection of the Institutions- In order to select a representative sample first the investigator brought the list of Higher Secondary Schools of district Pulwama from the Chief Education Office (CEO) Pulwama. There were 35 Higher Secondary Schools out of these 24 institutions were taken. The institutions selected encompassed north, south, east and west of the place. These institutions were selected through purposive sampling method. Male and female respondents both from working and non working mothers were selected. Students enrolled in these institutions belong to almost middle class families; because the people lived in Kashmir valley are mostly middle classes.

4.1.2.2 Selection of the Sample- The selective sample of male and female students of working and non working mothers from the total cluster of students studying in XI class at 24 Higher Secondary Schools between 16 to 18 years of age were selected by using simple random sampling. Scrolls of the students of these institutions were taken from the office records and using random numbers tables given in the books of statistics. Institutions wise number of sample units on whom tests were administered is being presented in the table 4.1 as given below.

Table 4.1 Sample Description

S. No.	Name of Selected Schools	No. of Respondents		Total
		Male	Female	
1.	Mahjoor Memorial Govt. Higher Secondary School Pulwama	40	-	40
2.	Govt. Higher Secondary School Dadsara	10	10	20
3.	Govt. Girls Higher Secondary School Tral	-	40	40
4.	Govt. Higher Secondary School Ladhoo	20	20	40
5.	Govt. Boys Higher Secondary School Pampore	40	-	40
6.	Govt. Girls Higher Secondary School Pulwama	-	15	15
7.	Govt. Girls Higher Secondary School Pampore	-	55	55
8.	Muslim Educational Institute Pampore	20	20	40
9.	National Institution of Education and Training	20	20	40
10.	Govt. Higher Secondary School Pinglena	10	10	20
11.	Govt. Higher Secondary School kakpora	12	12	24
12.	Supreme Higher Secondary School Awantipora	15	15	30
13.	Govt. Higher Secondary School Tokana	10	10	20
14.	Govt. Higher Secondary School Panzigam	25	25	50
15.	Govt. Higher Secondary School Noorpora	12	12	24
16.	Govt. Girls Higher Secondary School Nair	-	26	26
17.	Govt. Higher Secondary School Litter	17	17	34
18.	Govt. Higher Secondary School Lathpora	18	17	35
19.	Govt. Boys Higher Secondary School khrew	36	-	36
20.	Govt. Girls Higher Secondary School khrew	-	36	36
21.	Sky Light Higher S. S Pampore.	10	10	20
22.	Govt. Higher Secondary School Koil	12	13	25
23.	Govt. Boys Higher Secondary School Tral	55	-	55
24.	Govt. Higher Secondary School Ratnipora	18	17	35
		400	400	800

Thus the initial sample comprises 400 boys and 400 girls i.e. the total sample was 800 subjects.

From the sample some subjects were deleted due to the following reasons.

- Respondents belonging to single parent families
- Working mothers who are working less than four hours.
- Incomplete answers were given to one or more tests.
- If the subjects failed to come up to the consistency level of one of the test.

In this process hundreds of subjects got deleted and a sample of 512 subjects was remaining.

Table 4.2

List of Schools from which the data is collected

S. No.	Name of Selected Schools	No. of respondents				Total
		Working Mothers		Non-Working Mothers		
		Male	Female	Male	Female	
1.	Mahjoor Memorial G.H. S. S. Pulwama	16	-	15	-	31
2.	Govt. Higher Secondary School Dadasara	1	2	-	4	7
3.	Govt. Girls Higher Secondary School Tral		14	-	17	31
4.	Govt. Higher Secondary School Ladhoo	7	7	4	9	27
5.	Govt. Boys H. S. S. Pampore	12	-	24	-	36
6.	Govt. Girls H. S. School Pulwama	-	7	-	9	13
7.	Govt. Girls H. Secondary School Pampore	-	15	-	19	34
8.	Muslim Educational Institute Pampore	5	4	9	9	27
9.	NIET	5	8	6	11	30
10.	Govt. Higher Secondary School Pinglena	2	1	4	2	9
11.	Govt. Higher Secondary School kakpora	3	-	8	-	11
12.	Supreme H. S. School Awantipora.	3	5	5	6	19
13.	Govt. Higher Secondary School Tokana	2	3	3	2	10
14.	Govt. Higher Secondary School Panzigam	10	6	12	6	33
15.	Govt. Higher Secondary School Noorpora	3	4	2	3	12
16.	Govt. Girls Higher S. S. Naira	-	10	-	13	23
17.	Govt. Higher Secondary School Litter	3	6	6	7	22
18.	Govt. Higher Secondary School Lathpora	3	4	10	6	23
19.	Govt. Boys H. S. School khrew	4	-	10	-	14
20.	Govt. Girls H. S. S. khrew	-	10	-	12	22
21.	Sky Light Higher S. S Pampore	1	1	1	3	6
22.	Govt. Higher Secondary School Koil	5	2	5	3	14
23.	Govt. Boys Higher Secondary School Tral	13	-	17	-	35
24.	Govt. Higher Secondary School Ratnipora	3	4	6	10	23
Grand Total		**101**	**113**	**147**	**151**	**512**

Table 4.3

Group wise chart of male and female respondents whose mothers are working and non working.

Group	Male	Female	Total
Working mothers Children	101	113	214
Non-working Mothers Children	147	151	298
Total	248	264	512

Thus the final sample of respondents belonging to working and non working mothers studying in XI class at Higher Secondary Schools of Pulwama is 512 (248 male, 264 female). Out of 248 male students 101 were working mothers' children and 147 were non-working mothers' children. Out of 264 female students 113 belonging to working mothers and 151 were from non-working mothers. The type of sample was stratified random sampling because the investigator divided the sample into strata-male and female.

4.2 Presentation of Data

4.2.1 Nature of Distribution of Variables under Study

The nature of distribution of each variable score was studied both for male and female sample students of working and non working mothers and for total sample with the help of frequency distributions, statistical values (Mean, S.D, Q.D, Skewness and Kurtosis and frequency Polygon). Nature of the distribution of each variable is discussed separately as under.

4.2.1.1 Nature of the Distribution of Study Habits Score Sample of Working Mothers

In order to scrutinize nature of study habits scores in the selected sample of male and female students of working mothers and of total sample of working mothers, scores procured on the study habits scale were assorted in a tabular form. A frequency distribution of scores was prepared, which is given in the table blow.

Table- 4.4

Frequency distribution of study habit scores of male and female students of working mothers and of the total sample students of working mothers

S. NO.	Class Interval	Male Students of Working Mothers			Female Students of Working Mothers			Total Students of Working Mothers		
		F	c.f	% c.f	F	c.f	% c.f	F	c.f	% c.f
1.	61-70	1	1	0.99	0	0	0	1	1	0.46
2.	71-80	0	1	0.99	0	0	0	0	1	0.46
3.	81-90	4	5	4.95	1	1	.88	5	6	2.80
4.	91-100	3	8	7.92	8	9	7.96	11	17	7.94
5.	101-110	22	30	29.70	13	22	19.46	35	52	23.96
6.	111-120	15	45	44.55	19	41	36.28	34	86	40.18
7.	121-130	29	74	73.26	24	65	57.52	53	139	64.95
8.	131-140	16	90	89.10	27	92	81.41	43	182	85.04
9.	141-150	10	100	99.00	14	106	93.80	24	206	96.26
10	151-160	1	101	100	5	111	98.23	6	212	99.06
11.	161-170	0	101	100	2	113	100	2	214	100
12	171-180	0	101	100	0	113	100	0	0	100
NO.		101			113			214		

A perusal of above table indicates that most of frequencies are within the range of 100 to 150. This shows that majority of the subjects are concentrated in middle of the distribution i.e. there is normal tendency in scores of study habits. This trend is also visible from frequency polygons (vide Fig. 4.1, 4.2 and 4.3) as shown blow.

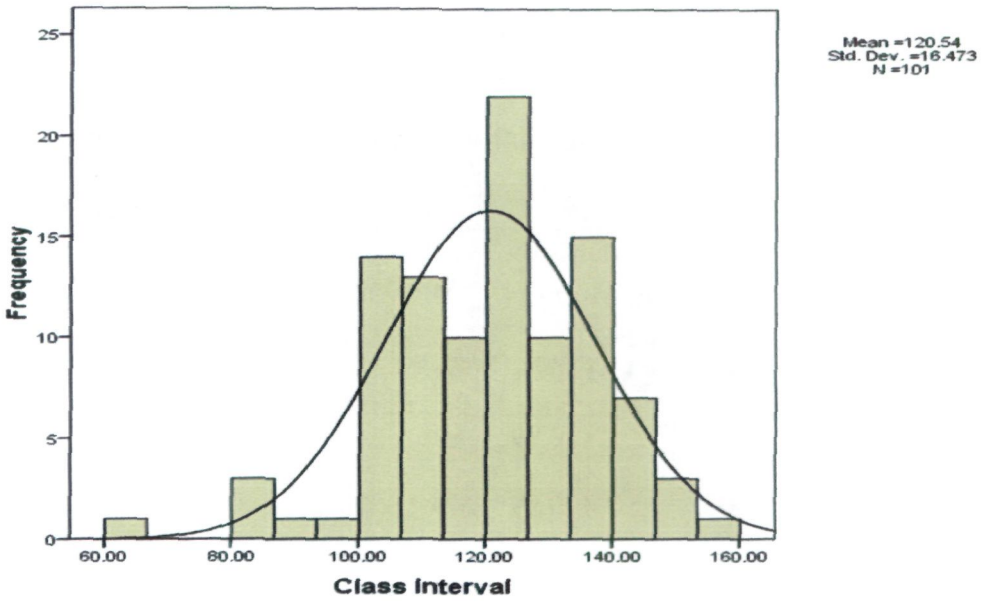

Fig.4.1

Frequency polygon showing Study Habit scores of male students of working mothers (N=101).

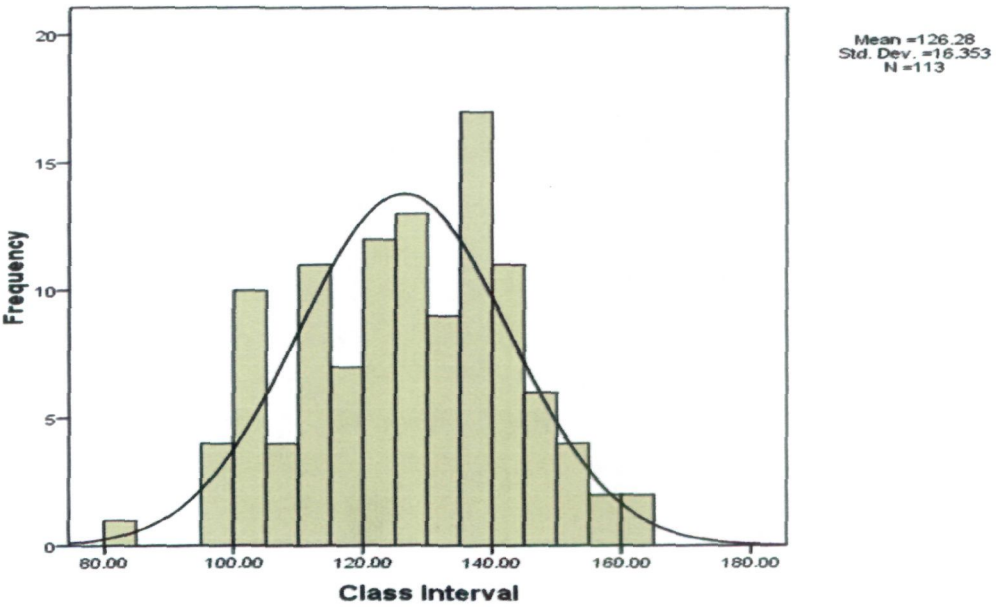

Fig.4.2

Frequency polygon showing Study Habit scores of female students of working mothers. (N=113)

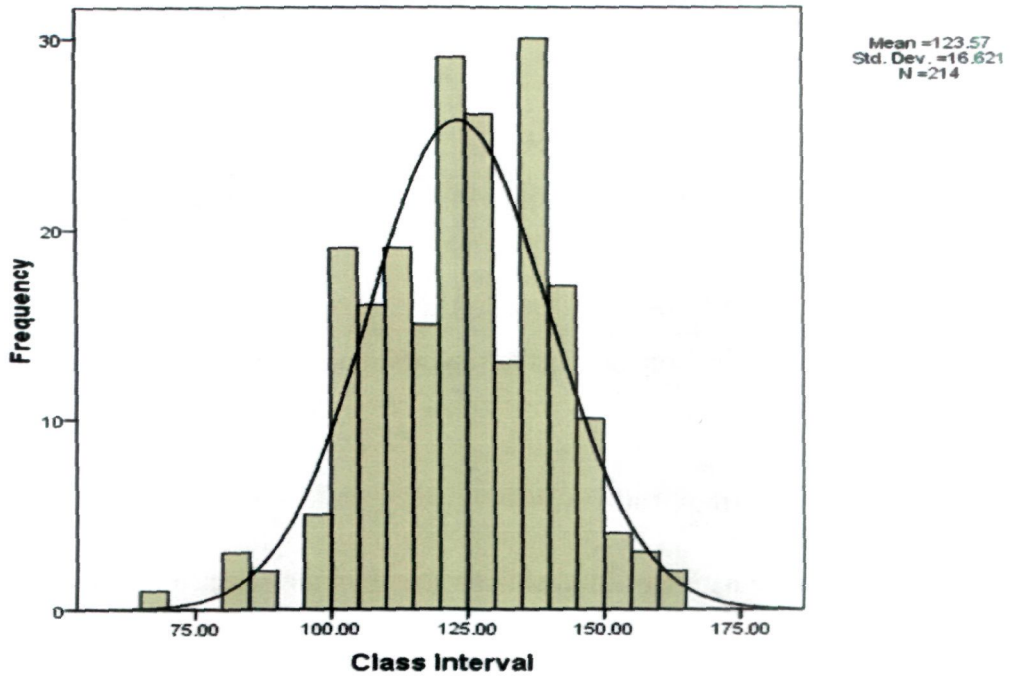

Fig.4.3

Frequency polygon showing Study Habit Scores of students of working mothers (N=214).

Various statistical techniques like Mean, SD, Skewness and Kurtosis of the Study Habit scores of male, female and total sample students of working mothers are also computed and presented in the table 4.6 given below.

Table-4.5

Statistical measures of the Study Habit Scores of male, female and total sample students of working mothers

Groups	Mean	Median	SD	Ku	Sk
Male Students	120.54	123.00	16.47	-0.48	0.50
Female Students	126.28	128.00	16.35	-0.12	-0.49
Total	123.57	124.00	16.62	-0.28	0.07

Perusal of above table reveals that there is negligible positive skewness in the distribution of the study habit scores of male students while distribution of female students is found to be negatively skewed. As regards the skewness and kurtosis of

the total sample students of working mothers, the positive value of skewness (0.07) suggested that the data is skewed to the right, and the distribution is approximately symmetrical. The excess kurtosis (-0.28) is slightly less than zero implies that the distribution is more peaked than the normal and is leptokurtic. Most of the investigators consider data to be approximately normal in shape if the skewness and kurtosis value turn out to be anywhere from -1.0 to +1.0 (Huck, S.W., 2012). This observation leads to the conclusion that study habit scores of students of working mothers are normally distributed.

Sample of Non-Working Mothers

In order to scrutinize nature of Study habits scores in the selected population of male and female students of non-working mothers and total students of non-working mothers, scores procured on the Study Habit Inventory were assorted in a tabular form. A frequency distribution of the scores was prepared, which is given in a table 4.7

Table-4.6

Frequency distribution of study habits scores of male and female and of the total sample students of non-working mothers.

S.NO.	Class Interval	Male Students of Non Working Mothers			Female Students of Non-Working Mothers			Total Students of Non Working Mothers		
		F	c.f	% c.f	F	c.f	% c.f	F	c.f	% c.f
1.	61-70	1	1	0.68	0	0	0	1	1	0.33
2.	71-80	1	2	1.36	0	0	0	1	2	0.67
3.	81-90	2	4	2.72	2	2	1.32	4	6	2.01
4.	91-100	13	17	11.56	7	9	5.96	20	26	8.72
5.	101-110	29	46	31.29	30	39	25.82	59	85	28.52
6.	111-120	37	83	56.46	30	69	45.69	67	152	51.00
7.	121-130	32	115	78.23	26	95	62.91	58	210	70.46
8.	131-140	21	136	92.51	34	129	85.43	55	265	88.92
9.	141-150	7	143	97.27	19	148	98.01	26	291	97.65
10	151-160	4	147	100	3	151	100	7	298	100
11.	161-170	0	147	100	0	151	100	0	298	100
12	171-180	0	147	100	0	151	100	0	298	100
NO.		147			151			298		

Circumspection of the above table reveals that the scores of study habits for the sample of male, female and of the total sample students of non-working mothers is normally distributed. Table 4.7 clearly indicates that the frequencies of study habit scores of male, female and total population are concentrated towards the centre of the distribution. Most of the male students in the population under study are tend to perform blow average, while majority of the female students are tend to be average in their study habits. More over the mean value for female students is found higher than the male students (vide table4.7). This trend is also visible from frequency polygons as given blow 4.4, 4.5 and 4.6

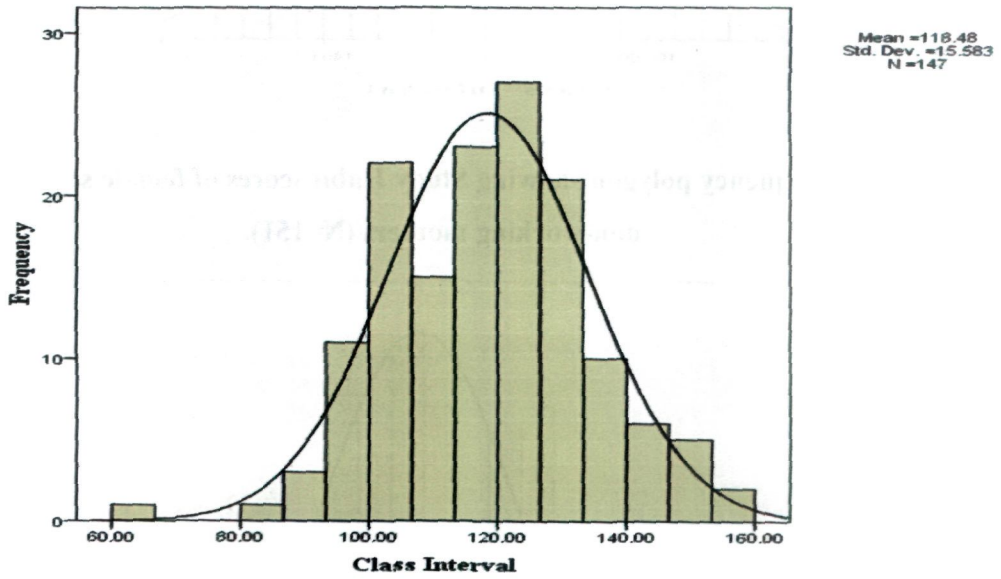

Fig.4.4

Frequency polygon showing Study Habit scores of male students of non-working Mothers (N=147).

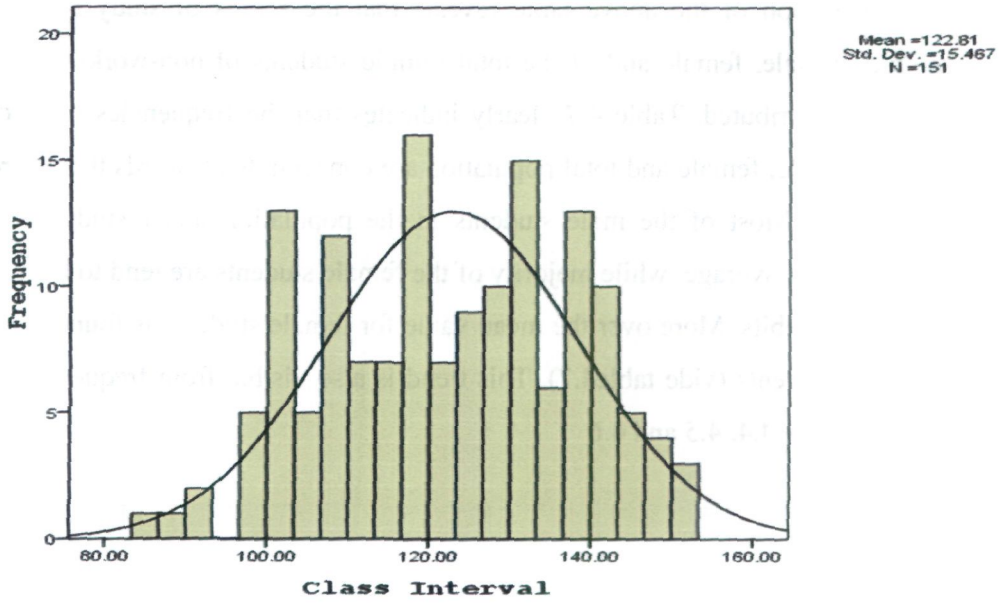

Fig.4.5 Frequency polygon showing Study Habit scores of female students of non-working mothers (N=151).

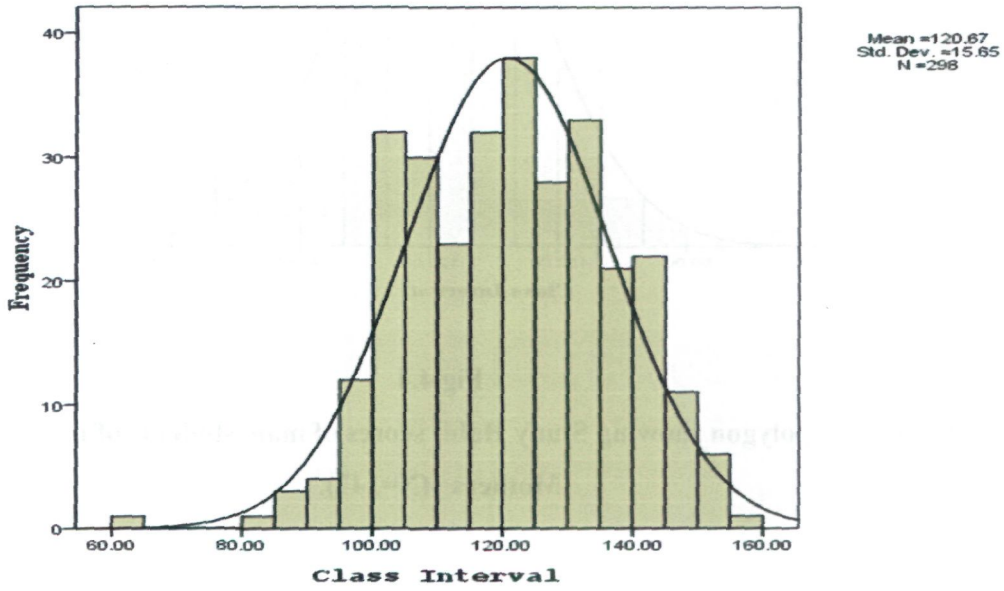

Fig.4.6

Frequency polygon showing Study Habit scores of total sample Students of non-working mothers (N=298).

The calculated statistical values like Mean, Median, SD, Skewness and Kurtosis of Study Habit scores of male, female and of total sample students of non-working

mothers are presented in table 4.7 in order to understand the variation existing between the groups and dispersion between the groups.

Table-4.7

Statistical measures of the Study Habit Scores of male, female and total sample students of Non-Working Mothers.

Groups	Mean	Median	SD	Sk	Ku
Male Students	118.48	119.00	15.58	-0.157	0.635
Female Students	122.81	123.00	15.46	-0.129	-0.864
Total	120.67	120.00	15.64	-0.141	-0.119

Perusal of the above table reveals that there is negative skewness in the distribution of study habit scores of both male and female and of the total sample students of non-working mothers, suggests that the data is skewed to the left. The excess kurtosis (0.635) of male students is slightly greater than zero implies that distribution is slightly leptokurtic. While the negative value of kurtosis (-0.864 & -0.119) of female and the total sample students of non-working slightly less than zero implies that the distribution is platokurtic.

This observation leads to the conclusion that Study Habit scores of students of non-working mothers are normally distributed.

4.2.1.2 Nature of the Distribution of Emotional Intelligence Scores

Sample of Working Mothers

In order to scrutinize nature of emotional intelligence scores in the selected sample of male, female and total sample students of working mothers, the scores procured on the Emotional Intelligence Inventory were assorted in a tabular form. A frequency distribution of scores was prepared, which is given in the table below.

Table 4.8

Frequency distribution of Emotional Intelligence Scores of male and female students of working mothers and of the total sample students of working mothers

S.No.	Class Interval	Male Students Of Working Mothers			Female Students of Working Mothers			Total Students of Working Mothers		
		F	c.f	% c.f	F	c.f	% c.f	F	c..f	% c.f
1	41-45	1	1	0.99	0	0	0	1	1	0.46
2	46-50	8	9	8.91	2	2	1.76	10	11	5.14
3	51-55	13	22	21.78	8	10	8.84	21	32	14.95
4	56-60	19	41	40.59	25	35	30.97	44	76	35.51
5	61-65	25	66	65.34	30	65	57.52	55	131	61.21
6	66-70	22	88	87.12	33	98	86.72	55	186	86.91
7	71-75	10	98	97.02	15	113	100	25	211	98.59
8	76-80	3	101	100	0	113	100	3	214	100
9	81-85	0	101	100	0	113	100	0	214	100
No.		101			113			214		

A perusal of above table reveals that most of the frequencies are within the range of 51 to 75. This shows that majority of subjects are concentrated in the middle of the distribution i.e. there is normal tendency in the scores of emotional intelligence. This trend is also visible from the given figures 4.7, 4.8 and 4.9

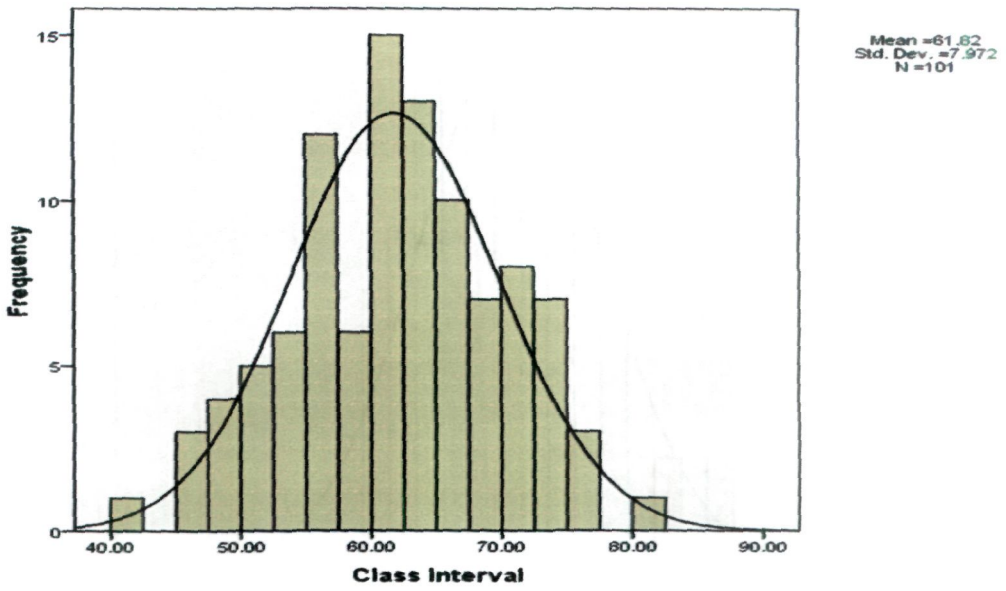

Fig.4.7

Frequency polygon showing Emotional Intelligence scores of male students of working mothers (N=101)

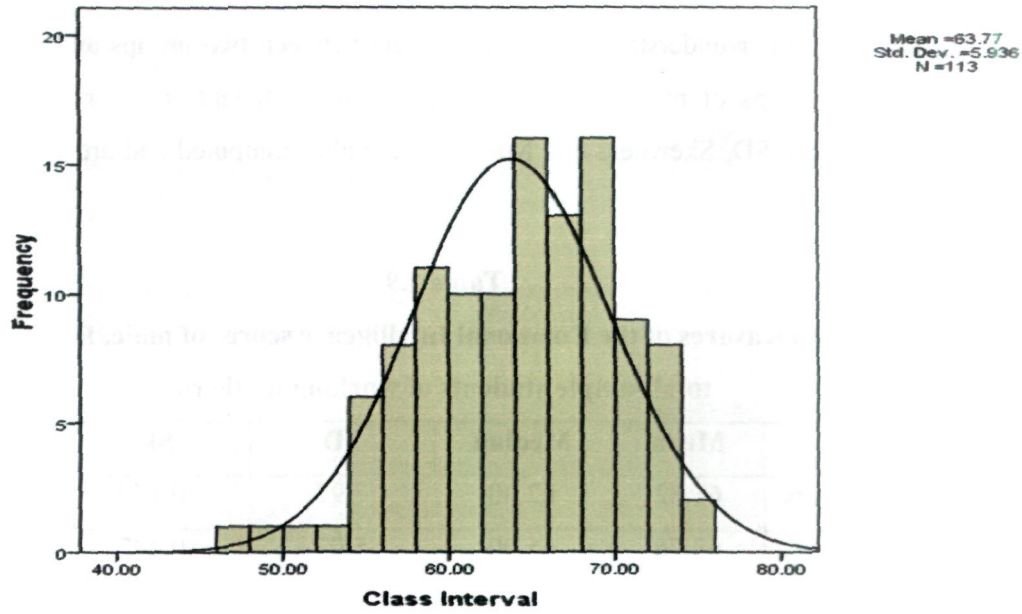

Fig.4.8

Frequency polygon showing the Emotional Intelligence scores of female students of working mothers (N=113)

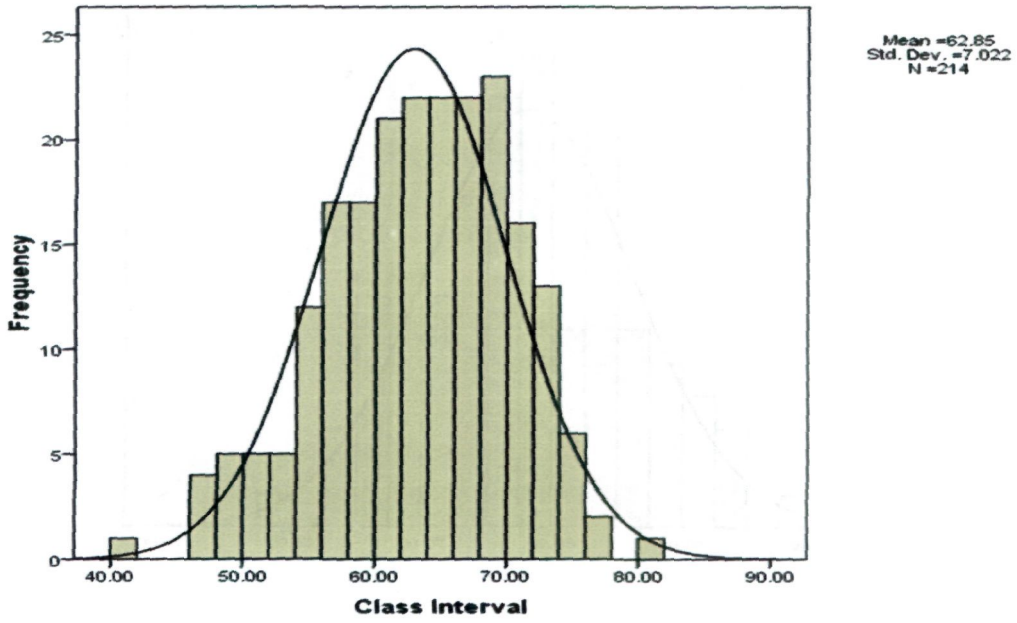

Fig.4.9

Frequency polygon showing Emotional Intelligence scores of male and female students of working mothers (N=214)

In order to further understand variation existing between two groups and dispersion within the groups of male, female and total sample students of working mothers Mean, Median, SD, Skewness and Kurtosis were also computed and are given in the table blow.

Table 4.9

Statistical measures of the Emotional Intelligence scores of male, female and total sample students of working mothers

Groups	Mean	Median	SD	Sk	Ku
Male Students	61.82	62.00	7.97	-0.179	-0.410
Female Students	63.76	65.00	5.93	-0.437	-0.147
Total	62.85	63.00	7.02	-0.379	-0.130

A careful glance of table 4.9 reveals that negative value of skewness (-0.379) suggests that data is skewned to the left, and is approximately symmetric. The excess kurtosis (-0.130) is slightly lower than zero implies that distribution is plactokurtic. This leads

to the conclusion that Emotional Intelligence of working mother's students is normally distributed.

Sample of Non-working Mothers

In order to scrutinize the nature of emotional intelligence scores in the selected population of male and female students of non-working mothers and of the total sample students of non-working mothers, the scores procured on the Emotional Intelligence Inventory are assorted in a tabular form. A frequency distribution of the scores is prepared, which is given in the table 4.10

Table 4.10

Frequency distribution of the Emotional Intelligence Scores of male, female students and of the total sample students of non-working mothers

S.No.	Class Intervai	Male Students Of Non-Working Mothers			Female Students of Non-Working Mothers			Total Students of Non-Working Mothers		
		F	c.f	% c.f	F	c.f	% c.f	F	c..f	% c.f
1	41-45	0	0	0	0	0	0	0	0	0
2	46-50	8	8	5.44	1	1	0.66	9	9	3.02
3	51-55	25	33	22.44	19	20	13.24	44	53	17.78
4	56-60	39	72	48.97	47	67	44.37	86	139	46.64
5	61-65	41	113	76.87	45	112	74.17	86	225	75.50
6	66-70	23	136	92.51	23	135	89.40	46	271	90.93
7	71-75	11	147	100	12	147	97.35	23	294	98.65
8	76-80	0	147	100	4	151	100	4	298	100
9	81-85	0	147	100	0	151	100	0	298	100
No.		147			151			298		

From the table 4.10 it may be discernible that emotional intelligence scores of non-working mothers children are concentrated in middle of distribution and shows decrease towards the ends amongst the scores of male, female as well as of the total sample students, thereby depicting a normal distribution of the emotional intelligence

scores in the population. This also shows that the trend of emotional intelligence of the population under study is towards average emotional intelligence. The pictorial representation (vide figures 4.10, 4.11 and 4.12) of the nature of distribution of emotional intelligence scores also confirms the above observation.

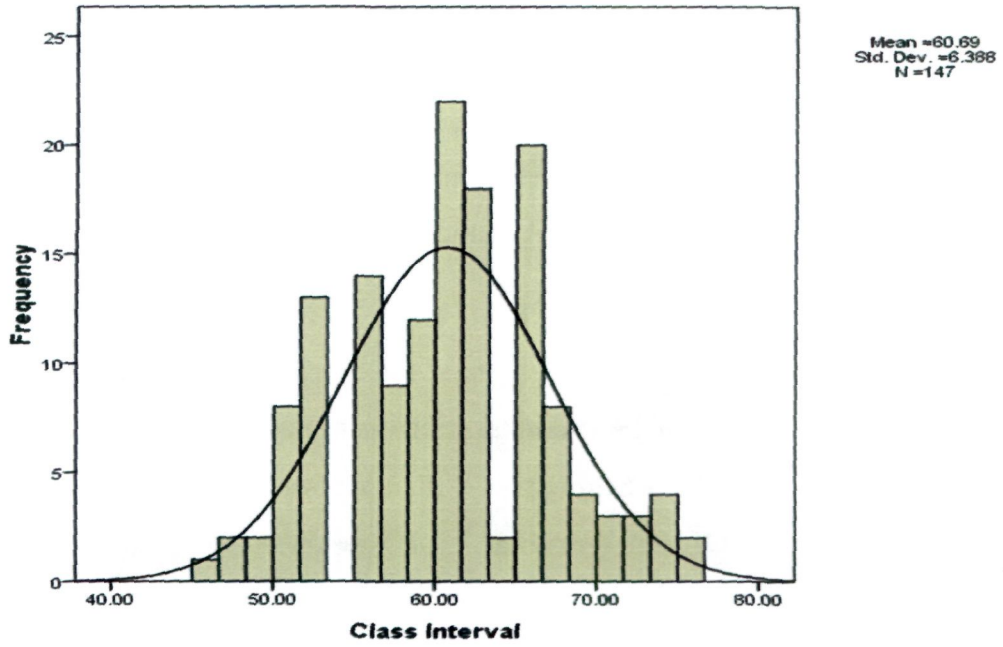

Fig. 4.10

Frequency polygon showing Emotional Intelligence scores of male students of non-working mothers (N=147)

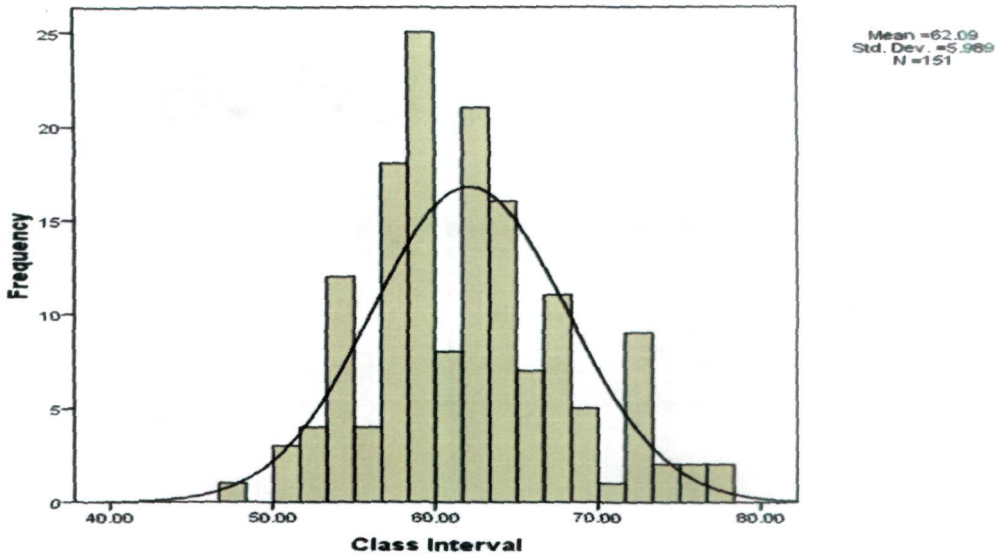

Fig.4.11

Frequency polygon showing Emotional Intelligence scores of female students of non-working mothers (N=151)

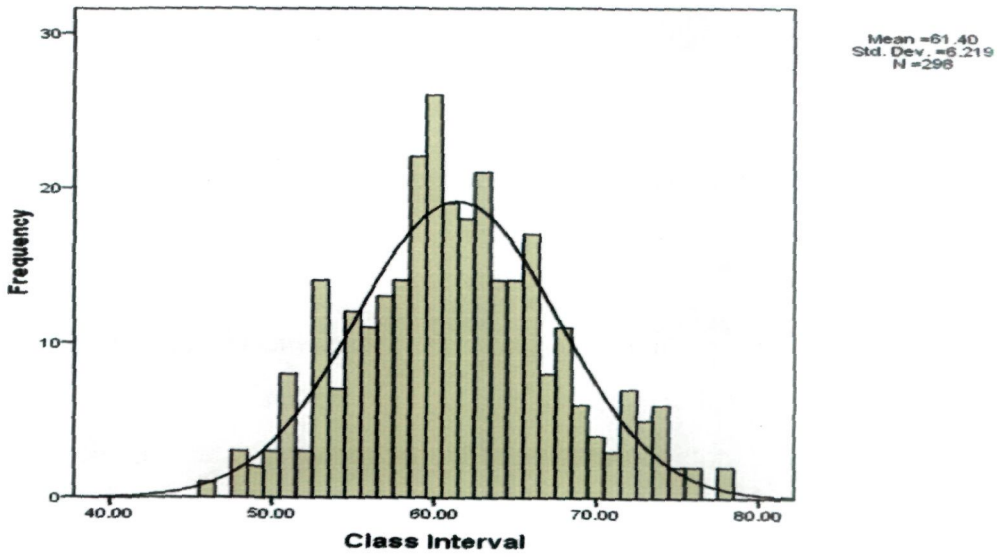

Fig. 4.12

Frequency polygon showing the Emotional Intelligence scores of total sample students of non-working mothers (N=298)

The calculated statistical values like Mean, Median, SD, Skewness and Kurtosis of emotional intelligence scores of male, female and total students of non-working

mothers are presented in table 4.11 in order to understand the variation existing between two groups and dispersion between the groups.

Table 4.11

Statistical measures of the Emotional Intelligence scores of male, female and total students of non-working mothers

Groups	Mean	Median	SD	Sk	Ku
Male Students	60.68	61.00	6.38	0.084	-0.386
Female Students	62.09	62.00	5.98	0.420	-0.055
Total	61.39	61.00	6.21	0.211	-0.173

A careful glance of the table 4.11 reveals that the positive value of skewness (0.211) suggests that data is skewed to the right, which implies that the distribution is moderately skewed. The negligible negative value of kurtosis (-0.173) implies that the distribution is slightly pluctokurtic. The observation leads to the conclusion that emotional intelligence scores of students of non-working mothers are normally distributed.

4.2.1.3 Nature of the Distribution of Academic Achievement Score

Sample of working mothers

In order to scrutinize nature of academic achievement scores in the selected population of male and female students of working mothers and of total sample students of working mothers studying at higher secondary stage, marks obtained in the last qualifying examination are converted into z-score taken as an index of academic achievement. The raw score of academic achievement obtained through the Personal Information Sheet converted into the z-value assorted in a tabular form. A frequency distribution of the scores are prepared, which is given in the table 4.12

Table 4.12

Frequency distribution of Academic Achievement scores of male, female and total sample students of working mothers

S. No.	Class Interval	Male Students Of Working Mothers			Female Students of Working Mothers			Total Students of Working Mothers		
		F	c.f	% c.f	F	c.f	% c.f	F	c..f	% c.f
1	-2.09- -1.70	3	3	2.97	2	2	1.76	5	5	2.33
2	-1.69- -1.30	11	14	13.86	9	11	9.73	20	25	11.68
3	-1.29- -1.00	6	20	19.80	6	17	15.04	12	37	17.28
4	-0.99- -0.60	15	35	34.65	14	31	27.43	29	66	30.84
5	-0.59- -0.20	10	45	44.55	17	48	42.47	27	93	43.45
6	-0.19- 0.20	12	57	56.43	15	63	55.75	27	120	56.07
7	0.21- 0.60	12	69	68.31	16	79	69.91	28	148	69.15
8	0.61- 1.00	13	82	81.18	11	90	79.64	24	172	80.37
9	1.01- 1.40	7	89	88.11	9	99	87.61	16	188	87.85
10	1.41- 1.80	12	101	100	8	107	94.69	20	208	97.19
11	1.81- 2.20	0	101	100	6	113	100	6	214	100
No.		101			113			214		

From the above observation of the table 4.12 it may be discernible that the academic achievement scores (z-scores) of students of working mothers are concentrated in the middle of the distribution and show gradual decrease towards the ends amongst the scores of male, female and total students of working mothers, thereby indicating a normal distribution of the academic achievement scores in population. This also shows that the trend of academic achievement of the population under study is towards average academic achievement. The pictorial representation (vide Figures

4.13, 4.14 and 4.15) of nature of distribution of academic achievement scores also confirms above observation.

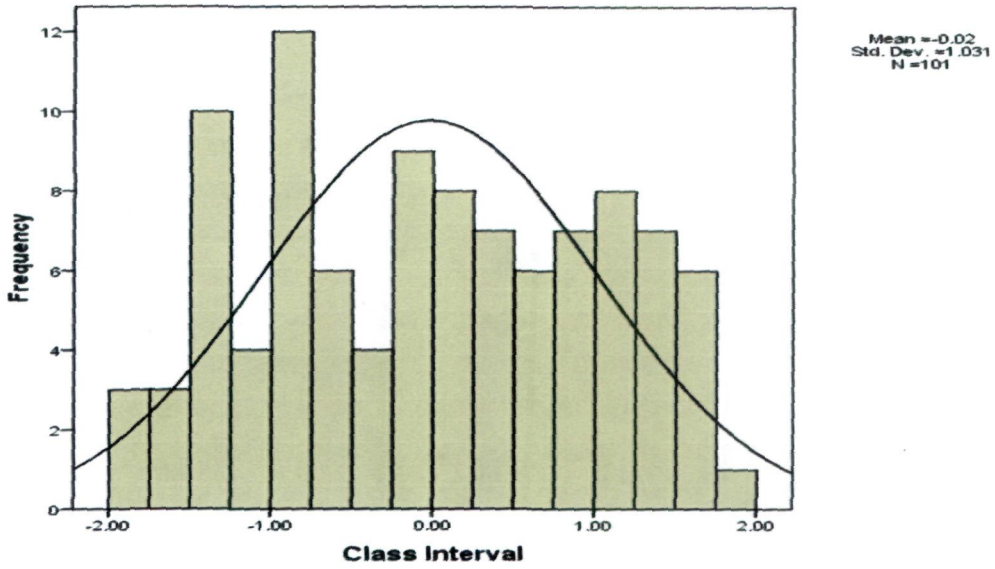

Fig. 4.13

Frequency polygon showing Academic Achievement scores (z-scores) of male students of working mothers (N=101)

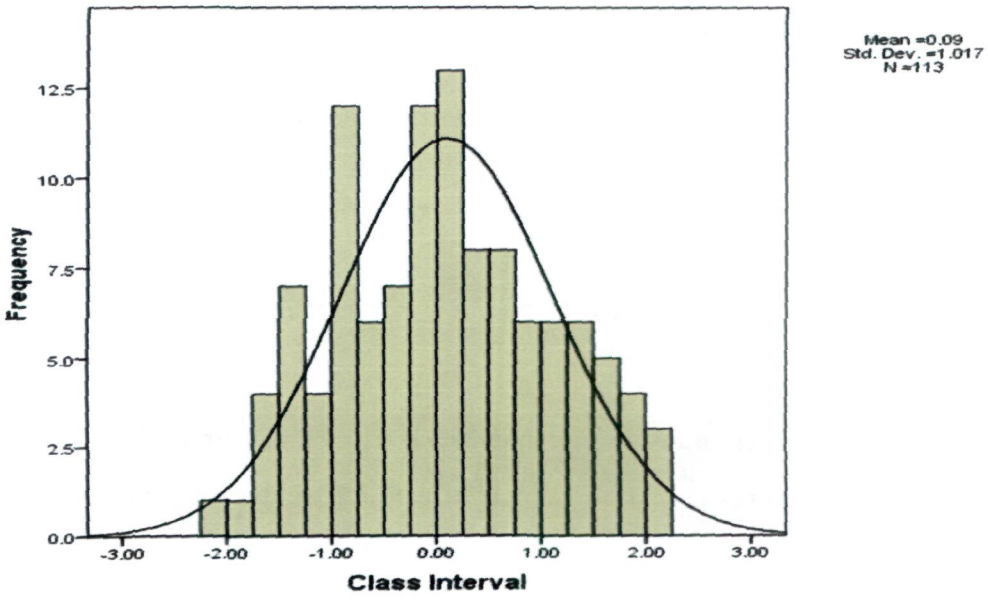

Fig. 4.14

Frequency polygon showing Academic Achievement scores (z-scores) of female students of working mothers (N=113)

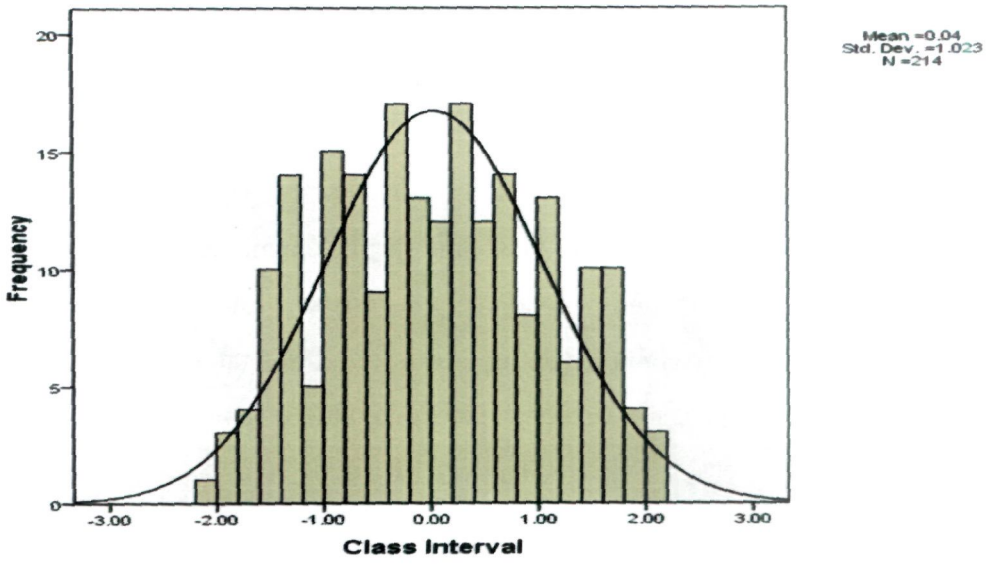

Fig. 4.15

Frequency polygon showing Academic Achievement scores (z-scores) of the students of working mothers (N=214)

The calculated statistical values like Mean, Median, SD, Skewness and Kurtosis of academic achievement scores of male, female and total sample students of working mothers are presented in table 4.13 in order to understand the variation existing between two groups and dispersion between the groups.

Table 4.13

Statistical measures of the academic achievement scores of the male, female and total students of working mothers

Groups	Mean	Median	SD	Sk	Ku
Male Students	-0.025	-0.101	1.030	0.007	-0.98
Female Students	0.091	0.092	1.01	0.129	-0.797
Total	0.036	0.057	1.022	0.067	-0.950

A careful glance of the above table 4.13 reveals positive value of skewness (0.067) suggests that data is skewed to the right. The excess negative kurtosis (-0.950) is slightly lower that zero implies that distribution is slightly pluctokurtic.

This observation leads to the conclusion that academic achievement scores of the working mother's students are normally distributed.

Sample of Non-working Mothers

In order to scrutinize nature of Academic achievement scores on the selected population of male, female and of total sample students of non-working mothers, the scores procured on Study Habit Inventory are assorted in a tabular form. A frequency distribution of the scores is prepared, which is given in the table 4.14

Table 4.14

Frequency distribution of academic achievement scores of male, female and total students of non-working mothers.

S. No.	Class Interval	Male Students Of Non-Working Mothers			Female Students of Non-Working Mothers			Total Students of Non-Working Mothers		
		F	c.f	% c.f	F	c.f	% c.f	F	c.f	% c.f
1	-2.09- -1.70	1	1	0.68	3	3	1.98	4	4	1.34
2	-1.69- -1.30	11	12	8.16	8	11	7.28	19	23	7.71
3	-1.29- -1.00	14	26	17.68	16	27	17.88	30	53	17.78
4	-0.99- -0.60	23	49	33.33	19	46	30.46	42	95	31.87
5	-0.59- -0.20	29	78	53.06	22	68	46.25	51	146	48.99
6	-0.19- 0.20	19	97	65.98	19	86	56.93	38	184	61.74
7	0.21- 0.60	19	116	78.91	16	103	68.21	35	219	73.48
8	0.61- 1.00	9	125	85.03	10	113	74.83	19	238	79.86
9	1.01- 1.40	13	138	93.87	14	127	84.10	27	265	88.92
10	1.41- 1.80	7	145	98.63	19	146	96.68	26	291	97.65
11	1.81- 2.20	2	147	100	5	151	100	7	298	100
No.		**147**			**151**			**298**		

Circumspection of above table reveals that the scores of Academic achievement for the male (non-working mothers), female (non-working mothers) and that of the total sample students of non-working mothers is normally distributed. Table 4.14 clearly shows frequencies of Academic achievement scores of male population are concentrated towards the upper end while that of female population are concentrated towards centre and lower end of the distribution. This indicates that most of the boys in the population under study are tends to perform blow average, while majority of girls are tended to be average and above average in their academic achievement. More over the mean values for girls was found higher than for boys (vide table 4.15). The pictorial representation (vide figures 4.17, 4.18 and 4.19) of the nature of distribution of academic achievement scores also confirms the above observation.

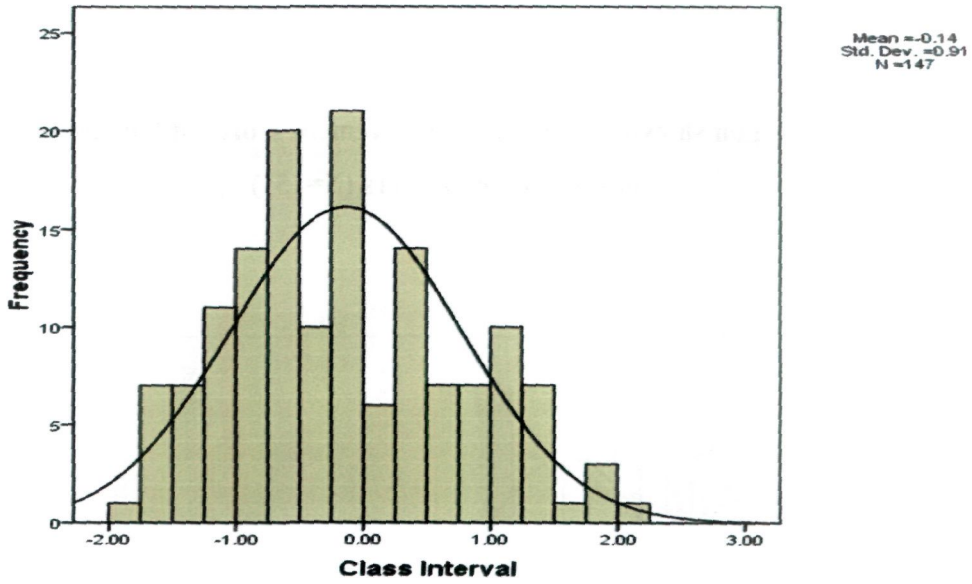

Fig. 4.16

Frequency polygon showing Academic Achievement scores of male students of working non-mothers (N=147)

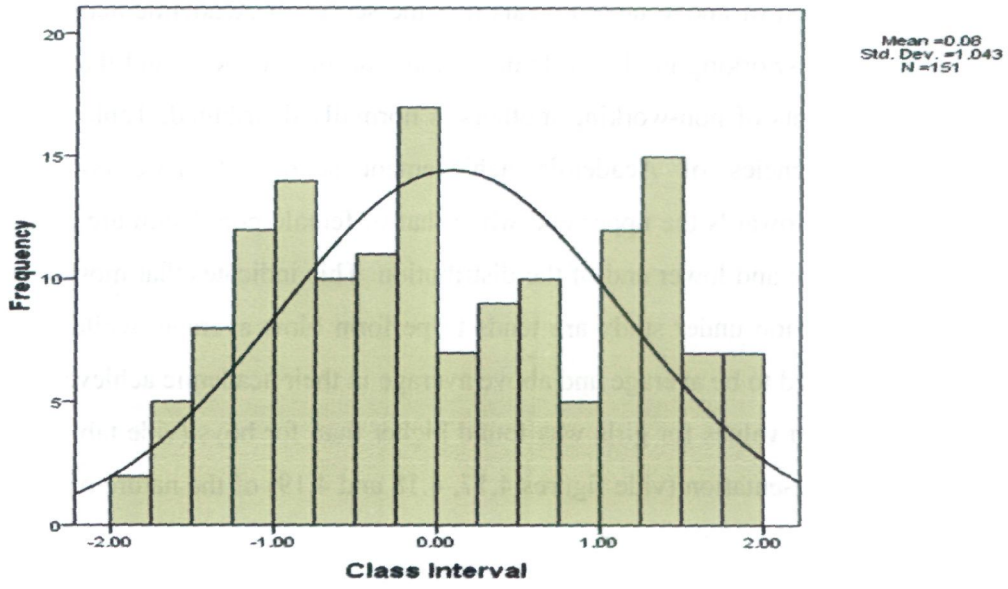

Fig. 4.17

Frequency polygon showing Academic Achievement scores of female students of non-working mothers (N=151)

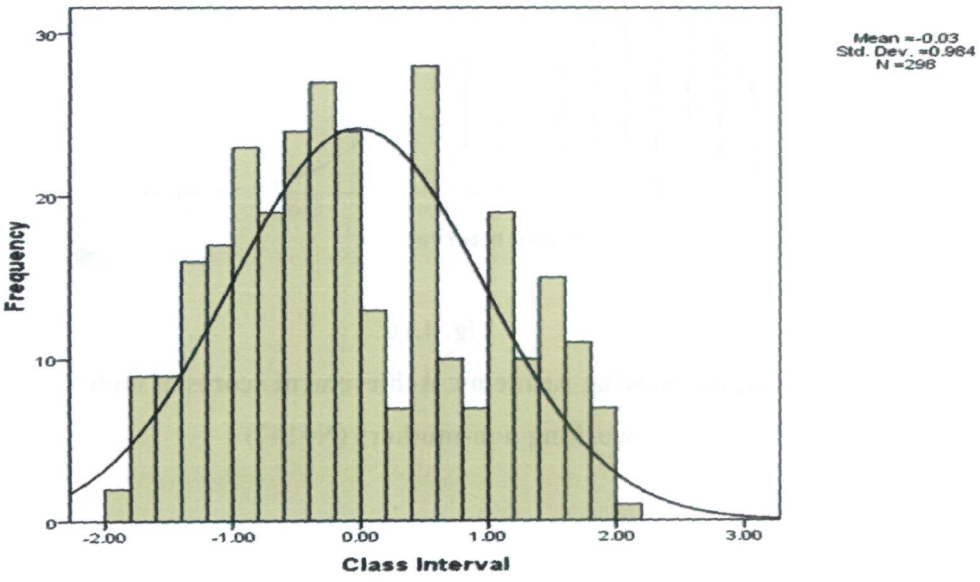

Fig. 4.18

Frequency polygon showing Academic Achievement scores of the students of non-working mothers (N=298)

Various statistical values like Mean, Median, SD, Skewness and Kurtosis of the Academic achievement scores were also computed and presented in the table blow.

Table 4.15

Statistical measures of the Academic achievement scores of male, female and total sample of non-working mothers

Groups	Mean	Median	SD	Sk	Ku
Male Students	-0.137	-0.240	0.909	0.330	-0.687
Female Students	0.081	-0.087	1.043	0.103	-0.987
Total	-0.026	-0.170	0.984	0.234	-0.957

A careful glance of the table 4.15 reveals that the positive value of skewness (0.234) suggests that data is skewed to the right and the distribution is approximately symmetric. The excess kurtosis (-0.957) is slightly less than zero implies that distribution platikurtic. The observation leads to the conclusion that Academic achievement scores of the students of non-working mothers are normally distributed.

Reference

Huck, S.W. (2012). *Reading Statistics and Research. (6th Ed).* Pearson Education, Inc. Publishing as Allyn & Bacon, 501 Boylston Street, Boston, MA, 02116.

CHAPTER-V

ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

CHAPTER-V

ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

In every research work, after collecting the data, it is essential to put the unrecognized information in a systematic manner in order to obtain the desired results and their interpretation scientifically. Therefore, it is indispensable that the data should be presented in a well arranged manner so that purpose of the study can be introduced by it. Hence, statistics plays a unique and important role in every research work. That is why now a day's statistics is being inevitably used for getting definite results in a research work, because the results are understandable on the basis of statistical calculations and they can be given a specific meaning also. The purpose of present research work is to compare the study habits, emotional intelligence and academic achievement of children of working and non-working mothers and to know the relationship between study habits, emotional intelligence and academic achievement of children of working and non-working mothers. In the present research work, data is analyzed by statistical techniques. To know whether there are significant differences between the means of samples (male, female, working mother's children and non-working mother's children) of different variables a two way analysis of variances (ANOVA) is used. When 'F' is found significant the need for further testing arises. The 't' test provides and adequate procedure for testing the differences between the pair of means (Mangal, S.K. 2012). To know the relationship between the two variables, the coefficient of correlation (r) is used.

The analysis and interpretation of the data are two aspects, analysis explains results given by data and interpretation explains the meaning of results as per objectives of the study. In the problem of present research work, different hypotheses are being tested by using various statistical methods. In this chapter, the analysis, interpretation and discussion of data are being done hypotheses wise which are as under.

5.1: Study Habits

5.1.1: Comparison between children of working mothers (WM) and non-working mothers (NWM) on the variable of study habits

H_0 **1:** *There is no significant difference in study habits between the children of working mothers (WM) and non-working mothers (NWM).*

In order to find out whether there is significant difference in study habits between the children of working and non-working mothers (taking into consideration the main and interaction effect of gender and maternal employment) ANOVA has been used. Sum of squares, mean squares are found and F-values are calculated as shown in table 5.1

Table 5.1

Analysis of variance (ANOVA) for Study Habits

Source of Variance	Sum of Squares	df	Mean Square	F-Value	Sig.
A (Gender)	3155.98	1	3155.98	12.48**	0.00
B (Maternal Employment)	952.83	1	952.83	3.76*	0.05
A×B	60.93	1	60.93	0.24	0.62
Within	128425.46	508	252.80		
Total	132631.0	511			

*Significance at 0.05 level, **Significance at 0.01 level

Main effect 'A' represents the factor gender varied at two levels (male & female). It has yielded F value of 12.48 for df 1 & 511. This value is much higher than what is required to be significant at 0.01 level ($p<0.01$). The highly significant main effect A suggests that the two groups (male and female) classified on the basis of gender differs significantly from each other on the measure of study habits. However it could not be asserted confidently which group is superior to the other.

Second factor associated with study habits in the study is maternal employment (working mothers and non-working mothers). Main effect 'B' refers to the factor of maternal employment (WM and NWM). It is associated with an F value of 3.76, degree of freedom 1 & 92. This value is significant at 0.05 level. It means that

students having working mothers differ significant from those of having non-working mothers.

Interaction A×B shows that main effect 'A' as well as main effect 'B' functioning independently in the process of study habits. Interaction A×B is associated with F-value of 0.24 which is insignificant. It means for better study habits the factor 'maternal employment' did not interact with the factor 'gender'. Findings of the present study corroborate with earlier finds of Akkhani et al (1999); Sheikh & Jahan (2012) reported that children of working and non-working mother's differ significantly on measure of study habits. Suneetha & Mayuri (2001); Singh (1989-90) also reported boys and girls differ significantly in study habits. However, studies conducted by Sampath & Selvarajgnanaguru, 1997; Stella & Purushothaman, 1993; Christian, 1983 contradict to the present findings who reported that gender has no influence on study habits. Hence, the H_0 1. i.e. "There is no significant difference in study habits between the children of working mothers and non-working mothers" is rejected.

However, ANOVA could not tell us confidently which group is superior to the other. There is need for further testing. 't' test provides an adequate procedure for testing the significance between the pair of means (Mangal, S.K. 2012).

Table 5.2

Showing difference in Study Habits between children of working mothers (WM) and non-working mothers (NWM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Study Habits	Children of WM	214	123.57	16.62	1.13	510	2.01	0.04
	Children of NWM	298	120.67	15.64	0.90			

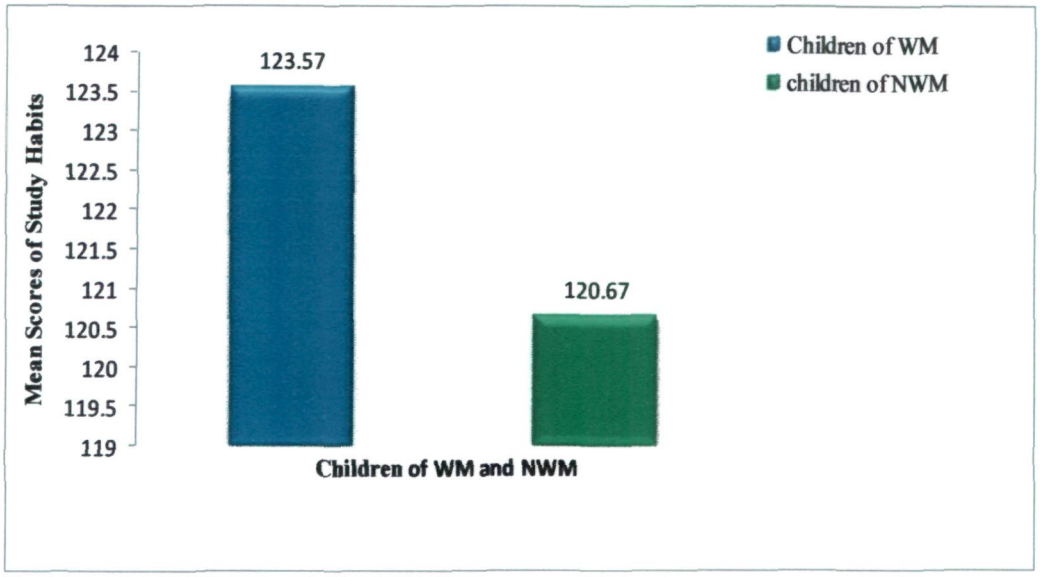

Fig 5.1 Mean scores of WM and NWM children on the variable of study habits

The table 5.2 indicates that there exists a significant difference between the children of working mothers (WM) and non-working mothers (NWM) on the measure of study habits. The mean scores of two groups, children of WM and NWM differs as 123.57 and 120.57 respectively as shown in fig 5.1. It clearly shows that children of working mothers perform better as compared to non-working mother's children. Thus, it can be said with assurance that there exists a marked difference between the respondents of working and non-working mothers on the variables of study habits, because the calculated t-value (2.01) is found significant at 0.05 level. It seems to be quite logical because the children of WM are able to study with primary intension of understanding, are more confident, able to make effective decisions, have the ability to differentiate the level of difficulty to learn the items. The working mothers do not have financial difficulties provide good facilities at home congenial for sound education. The working mothers may provide proper guidance services to their children so as to manage time and others resources. They develop in their children high achievement motivation, socialized personality traits, problem solving appraisal etc. The finding of the present study corroborates with the earlier findings of Sharma (1986) and Horwod & Ferguson (2000), revealed that children of working mothers found better in concentration, comprehension and confidence. But the finding of Akhani et al (1999) contradicts to some extent with the present one, He revealed that

some areas of study habits are affected by maternal employment and some areas are not.

5.1.2: Comparison between male students of working mothers (WM) and non-working mothers (NWM) on the variable of study habits

H_0, 1. (a): *There is no significant difference in study habits between the male students of working mothers (WM) and non-working mothers (NWM).*

Table 5.3

Showing the difference in Study Habits between Male students working mothers (WM) and non-working mothers (NWM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Study Habits	Male Students of WM	101	120.54	16.47	1.63	246	1.00	0.31
	Male Students of NWM	147	118.48	15.58	1.28			

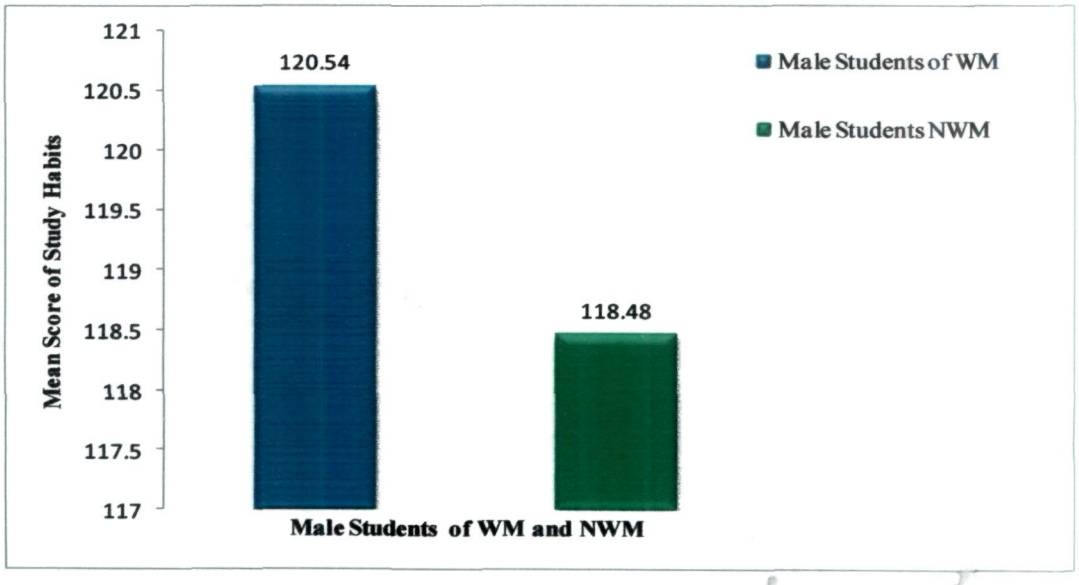

Fig 5.2: Mean scores of male students of WM and NWM on study habits

It has been hypothesized that there is no significant difference between the study habits of male students of working and non-working mothers. From the figure 5.2 it is evident that mean study habits score of 101 male students of working mothers is 120.54 which are slightly higher than the mean score of 118.48 of the 147 male students of non-working mothers. The mean scores of study habits of these two groups do not differ significantly. The obtained t-value (1.00) is found insignificant even at 0.05 level of confidence as shown in table 5.3. Thus, it can very safely be concluded that the male students of working and non-working mothers are similar on the variable of study habits. Therefore, the hypothesis H_0, 1. (a) i.e. "There is no significant difference in study habits between male students of working and non-working mothers" is not rejected.

5.1.3: Comparison between female students of working mothers (WM) and non-working mothers (NWM) on the variable of study habits

***H_0*, 1. (b):** *There is no significant difference in study habits between the female students of working (WM) and non-working mothers (NWM).*

In order to compare study habits between the female students of working and non-working mothers, t-test was applied. The mean scores and SD was found out and t-value was calculated. The mean scores, SD, standard error mean and t-value study habits of female students of WM and NWM are given in table 5.4

Table 5.4

Showing the difference in Study Habits between female students of working mothers (WM) and non-working mothers (NWM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Study Habits	Female students of WM	113	126.28	16.35	1.53	262	1.75	0.08
	Female students of NWM	151	122.81	15.46	1.25			

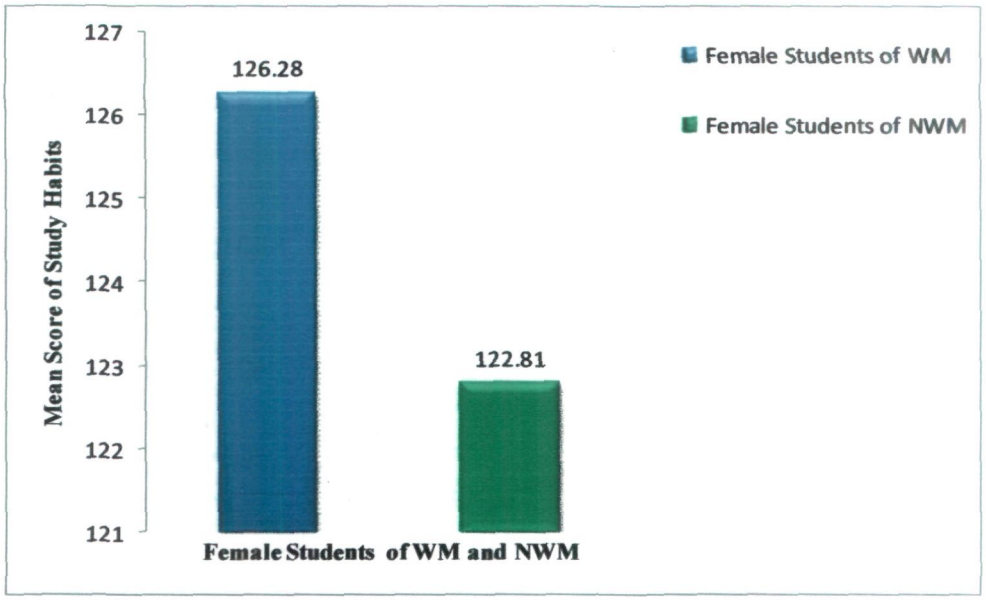

Fig. 5.3 Mean scores of female students of WM and NWM on the variable of study habits

Table 5.4 depicts that there exists an insignificant difference between female students of working mothers and non-working mothers on the variable study habits. The obtained t-value (1.75) is found insignificant even at 0.05 level of confidence. As shown in figure 5.3 mean values of female students of WM and NWM are 126.28 and 122.80 respectively. However, the difference in means is small and t-value is below the level of significance. Thus evidence shows that female students of both groups (WM and NWM) are equal in their study habits. Hence the hypothesis H_0, 1.(b) i.e., "There is no significant difference in study habits between the female students of working mothers and non-working mothers" is not rejected.

5.1.4: Comparison between male and female students of working mothers (WM) on the variable of study habits

***H_0*, 1.(c):** *There is no significant difference in study habits between the male and female students of working mothers (WM).*

In order to compare study habits between the male and female students of working mothers, t-test was applied. The mean scores and SD was found out and t-value was calculated. The mean scores, SD, standard error mean and t-value study habits of the

male and female students of working mothers are given in table 5.5

Table 5. 5

Showing the difference in Study Habits between male and female students of working mothers (WM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Study Habits	Male students of WM	101	120.54	16.47	1.63	212	2.55	0.011
	Female students of WM	113	126.28	16.35	1.53			

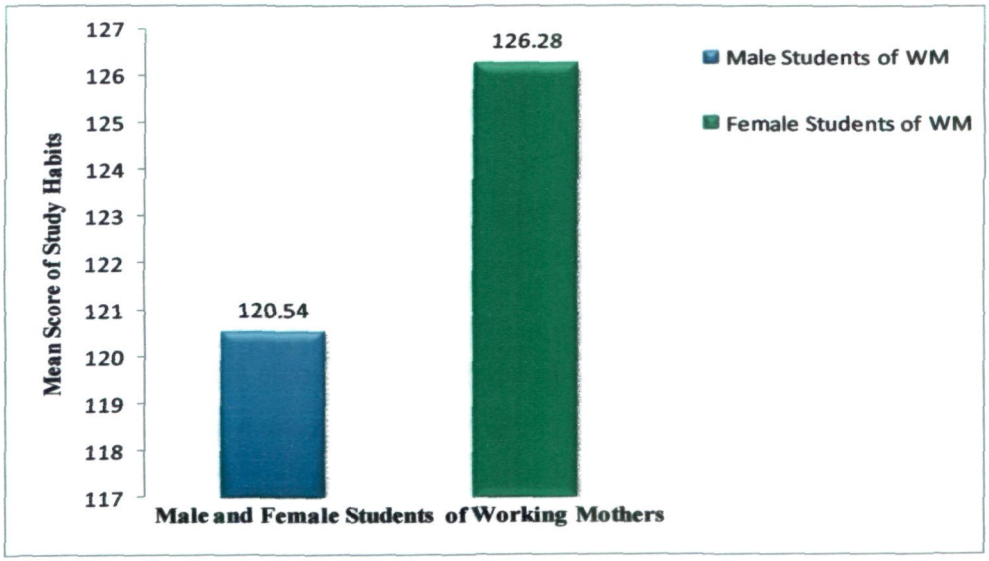

Fig. 5.4 Mean scores of male and female students of WM on the variable of study habits

It is revealed from the table 5.5 that the mean values of male and female students of working mothers are 120.54 and 126.28 respectively. The differences between the means of male students of WM and female students NWM are significant at 0.05 and 0.01 levels. The mean score of female students of working mothers is highest as shown in figure 5.4. Whereas for male students of WM is lowest. Thus it can very safely be concluded that female students of WM have better study habits in

comparison to male students of WM. It seems to be quite logical because female students of working mothers are more prompt in doing their studies than their counterparts and avoid wasteful delay, distraction and procrastination more than the male students of working mothers. The female students may plan, monitor and repair their own comprehension while they are reading. The male students have a problem of budgeting time, along with procrastination i.e., putting of things until latter. This fact is also confirmed by Sundararajan & Lilly (1991); Sud & Sujata (2006), who suggested that girls have better study habits than boys. Suneetha & Mayuri (2001) also revealed that boys and girls differ significantly in study habits. But the findings of Singh (1989-90); Panda (1992) contradicts with the present one, he suggested that boys had significantly better study habits than girls. Christian (1983); Stella & Purushothamas (1993) could not find any difference. They reported boys and girls had equally good study habits and no significant difference was found between them. Hence, the H_0, 1. (c) i.e., "There is no significant difference in study habits between the male and female students of working mothers" is rejected.

5.1.5: Comparison between male and female students of non-working mothers (NWM) on the variable of study habits

***H_0*, 1.(d):** *There is no significant difference in study habits between the male and female students of non-working mothers.*

Table 5.6

Showing the difference in Study Habits between male and female students of Non-Working Mothers (NWM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Study Habits	Male students NWM	147	118.48	15.58	1.28	296	2.41	0.016
	Female students of NWM	151	122.88	15.46	1.25			

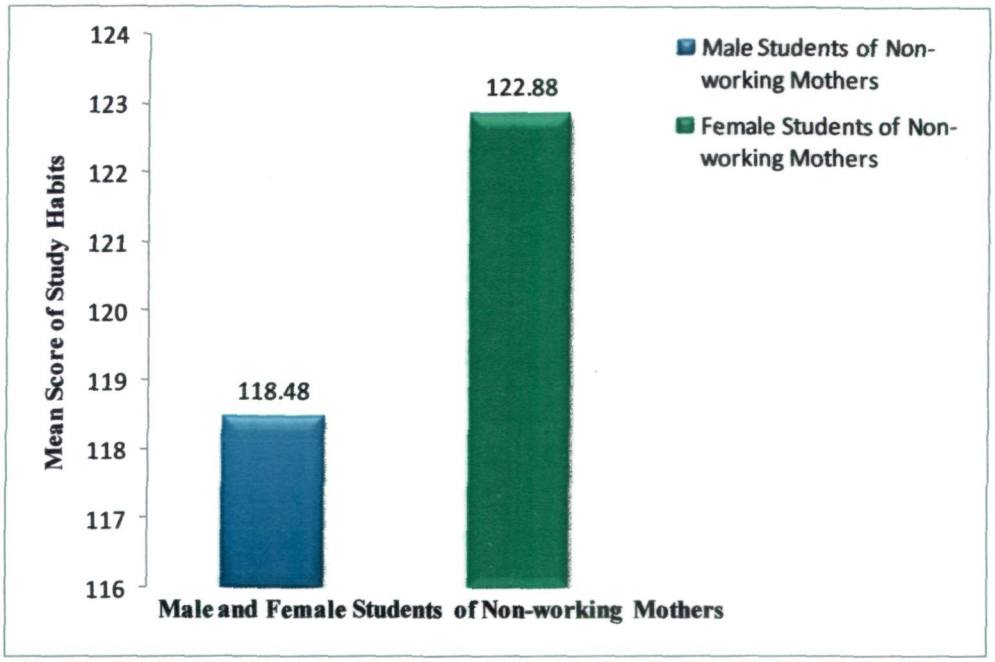

Fig. 5.5 Mean scores of male and female students of NWM on the variable of study habits

Table 5.6 shows that there is significant difference between the male and female students of NWM on the variable of study habits. The obtained t-value (2.41) is found *significant at 0.05 level of confidence. It can be seen from figure 5.5 mean value of* females (122.88) on the variable of study habits is higher than the mean value of males (118.48). It seems to be quite logical because girls have the ability to manage time and other resources, may plan, monitor and repair their own comprehension while they are reading. The mothers exercise enough control and discipline on their daughters as compared to sons. The male students enjoy much freedom, spend much time with their siblings in other activities and follow less study strategies. Sundararajan & Lilly (1991); Sud & Sujata (2006); Suneetha & Mayuri (2001) supports this point of view, who revealed that boys and girls differ significantly in study habits, girls had better study habits than boys. The findings of Christian (1983); Stella & Purushothamas (1993); Singh (1989-90); Panda (2009) contradicts the present finding. Hence the hypothesis H_0, 1.(d) i.e., "There is no significant difference in study habits between male and female students of non-working mothers" is rejected.

5.2 Emotional Intelligence

5.2.1: Comparison between children of working (WM) and nonworking mothers (NWM) on the variable of Emotional Intelligence (EI)

***H_{0_2}* 2:** *There is no significant difference in emotional intelligence between the children of working and non-working mothers.*

To know whether there is significant difference in emotional intelligence between the children of working and non-working mothers (taking into consideration the effect of gender and maternal employment) ANOVA was used. The sum of squares, mean squares was found and F-value was calculated as shown in table 5.7

Table 5.7
Analysis of variance (ANOVA) for Emotional Intelligence

Source of Variance	Sum of Squares	df	Mean Square	F-Value	Sig.
A (Gender)	349.57	1	349.57	8.20	0.00
B (Maternal Employment)	245.73	1	245.73	5.76	0.01
A×B	9.14	1	9.14	0.21	0.64
Within	21639.17	508	42.59		
Total	22250.98	511			

*Significance at 0.05 level, **Significance at 0.01 level

A perusal of the table 5.7 as given above indicates that main effect 'A' represents the factor gender varied at two levels (male & female). It has yielded F value of 8.20 for df 1 & 511. This value is much higher than what is required to be significant at 0.01 level ($p<0.01$). The highly significant main effect A suggests that the two groups (male and female) classified on the basis of gender differs significantly from each other on the measure of emotional intelligence. However it could not be asserted confidently which group is superior to the other.

The second factor associated with emotional intelligence in the study is maternal employment (working mothers and non-working mothers). Main effect 'B' refers to the factor of maternal employment (WM and NWM). It is associated with an F value of 5.76, degree of freedom 1 & 511. This value is significant at 0.01 level. It means that the students having working mothers differ significant from those of having non-working mothers.

Interaction A×B shows that main effect A as well as the main effect B functioning independently in the process of emotional intelligence. Interaction A×B is associated with F value of 0.21 which is insignificant. It means for better emotional intelligence the factor 'maternal employment' did not interact with the factor 'gender'. Findings of the present study corroborate with earlier findings of Nandwana & Joshi, 2010; Shah & Thingujum, 2008 who reported that there is difference between male and female in emotional intelligence. However, studies conducted by Olatoye et al, 2010; Panda, 2009; Subramanyam & Rao, 2008; Bracket et al, 2003 contradict to the present findings who revealed there is no significant difference between male and female in emotional intelligence .Hence, the hypothesis H_0, 2 , i.e., "There is no significant difference in emotional intelligence between the children of working and non-working mothers" is rejected.

However, ANOVA could not tell us confidently which group is superior to the other. There is need for further testing. 't' test provides an adequate procedure for testing the significance between the pair of means (Mangal, S.K. 2012). 't' test is also used which enables to make dimension wise comparison of emotional intelligence are as fallows.

Table 5.8

Showing the difference in Emotional Intelligence (EI) & its components between the children of WM and NWM

Dimensions	Groups	No.	Mean	SD	SEM	df	t	Sig.
Intra-personal Awareness	Children of WM	214	15.20	2.71	0.185	510	2.51	0.012
	Children of NWM	298	14.63	2.39	0.138			
Inter-personal Awareness	Children of WM	214	15.38	2.92	0.200	510	2.04	0.042
	Children of NWM	298	14.86	2.82	0.163			
Intra-personal Management	Children of WM	214	16.06	2.34	0.160	510	0.68	0.497
	Children of N WM	298	15.89	2.93	0.170			
Inter-personal Management	Children of WM	214	16.19	2.56	0.175	510	0.86	0.385
	Children of NWM	298	16.00	2.33	0.135			
Emotional Intelligence	**Children of WM**	**214**	**62.85**	**7.02**	**0.480**	**510**	**2.46**	**0.014**
	Children of NWM	**298**	**61.39**	**6.21**	**0.360**			

The table 5.8 depicts the comparison of mean scores of students having working mothers (WM) and non-working mothers (NWM) on the measure of emotional intelligence and its components. The mean scores of children belonging to working mothers (WM) and non-working mothers (NWM) on the measure of intra-personal awareness are found 15.2 and 14.63. The values of SDs are calculated 2.71 and 2.39 for children of WM and NWM respectively. When the two means are put to 't' test for knowing significance of difference between them. The value of 't' is found 2.51,

which is significant at 0.05 level of confidence. The results, thus clearly shows that there is a significant difference between the students of WM and NWM on the measure of intra-personal awareness. The mean scores of students of WM as shown in figure (figure 5.6) are found higher in intra-personal awareness.

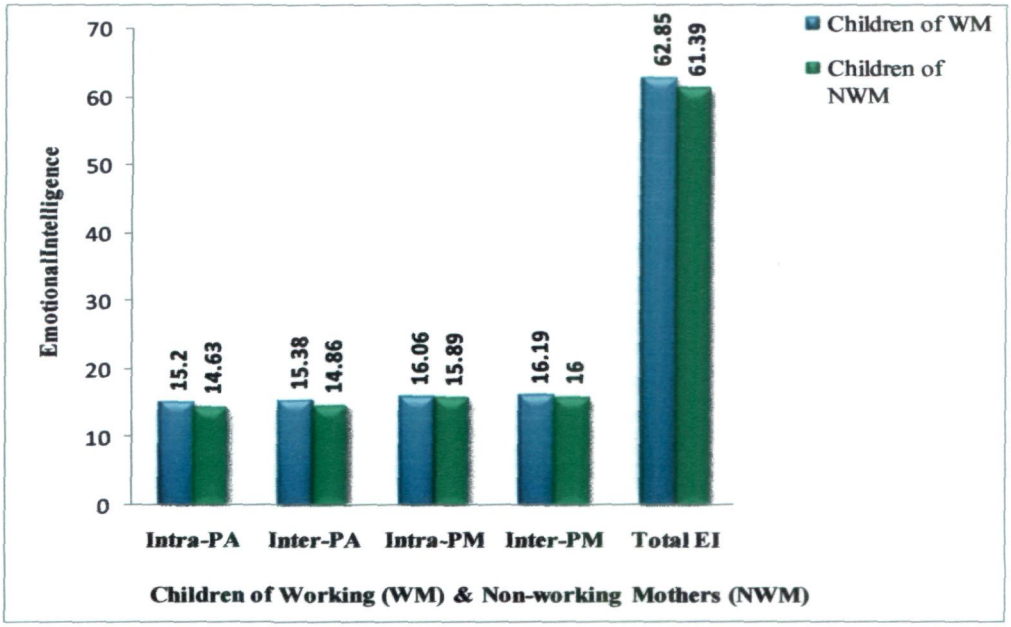

Fig 5.6 Mean scores of working and non-working mothers children on the variable of Emotional Intelligence (EI) and its dimensions

As presented in the table 5.8 comparisons between the children of WM and NWM are made on the measure of inter-personal awareness and it is found that the mean scores of children of WM and NWM are 15.38 and 14.86 respectively and their SDs are calculated 2.92 and 2.82. The't' value is calculated 2.04 which is significant at 0.05 level of confidence. The result clearly indicates that the children of WM with the higher mean score as shown in figure 5.6 is considered to have higher inter-personal awareness than the children of NWM.

Table 5.8 depicts that there is no significant difference between the children of working mothers and non-working mothers on the measure of intra-personal management of emotional intelligence. The mean values as shown in figure 5.6 of students of working mothers and non-working mothers on the dimension intra-personal management of emotional intelligence are 16.06 and 15.89 respectively. Calculated values of SDs for the two groups (WM & NWM) are 2.34 and 2.93.

However, the difference in the means is small and t-value (0.68) is below the level of significance. Thus, the evidence shows that students of both the groups (WM & NWM) are nearly equal in their intra-personal management of emotional intelligence.

Table 5.8 shows that there is no significant difference between the children of working and non-working mothers on the measure of inter-personal management of emotional intelligence as the obtained t-value (0.86) is not significant even at 0.05 level of confidence. The mean values of children of working and non-working mothers on the dimension inter-personal management of emotional intelligence are 16.19 and 16.00 respectively. It reveals that difference between the mean scores as shown in figure (fig. 5.6) is small and both the groups of children (WM & NWM) are nearly equal in their inter-personal management of emotional intelligence.

Thus, it is clear from the above table 5.8 that there exists a significant difference between the children of working mothers and non-working mothers in respect to their emotional intelligence. The obtained t-value (2.466) is found significant at 0.05 level of confidence. As shown in figure (fig. 5.6) mean value (62.85) of students of working mothers is higher than the mean value (61.39) of students of non-working mothers on the variable of emotional intelligence. The reasons may be that in the absence of mothers they become more responsible, self-dependent. Moreover most of the times handle their problems by themselves. Such children have comparatively more exposure and grow more in their emotional behaviour. But the findings of Khan & Hassan (2012) contradict to the present one. However, the findings of Kaur & Meenkashi (2010); Gupta & Kaur (2006) are similar to the present one. They found that school-going adolescents of working mothers had significantly higher level of emotional intelligence than of having non-working mothers.

5.2.2: Comparison between male students of working and non-working mothers on the variable of Emotional Intelligence

***H_0*, 2 (a):** *There is no significant difference in emotional intelligence between the male students of working and non-working mothers.*

In order to compare emotional intelligence of the male students of working mothers (WM) and non-working mothers (NWM), t-test was applied. The mean scores and SD

was found and t-value was calculated. The mean scores, SD, standard error mean and t-value of various dimensions of emotional intelligence of the male students of WM and NWM are given in table 5.9

Table 5.9

Showing the difference in Emotional Intelligence and its components between the male students of working mothers (WM) and non-working mothers (NWM)

Dimensions	Groups	No.	Mean	SD	SEM	df	t	Sig.
Intra-personal Awareness	Male Students of WM	101	14.91	2.90	0.28	246	0.94	0.34
	Male Students of NWM	147	14.57	2.59	0.21			
Inter-personal Awareness	Male Students of WM	101	15.04	3.36	0.33	246	0.89	0.37
	Male Students of NWM	147	14.68	2.95	0.24			
Intra-personal Management	Male Students of WM	214	16.06	2.34	0.16	246	0.75	0.44
	Male Students of NWM	101	15.95	2.68	0.26			
Inter-personal Management	Male Students of WM	147	15.67	2.92	0.24	246	0.04	0.63
	Male Students of NWM	101	15.91	2.77	0.27			
Emotional Intelligence	**Male Students of WM**	**101**	**61.82**	**7.97**	**0.79**	**246**	**1.24**	**0.21**
	Male Students of NWM	**147**	**60.68**	**6.38**	**0.52**			

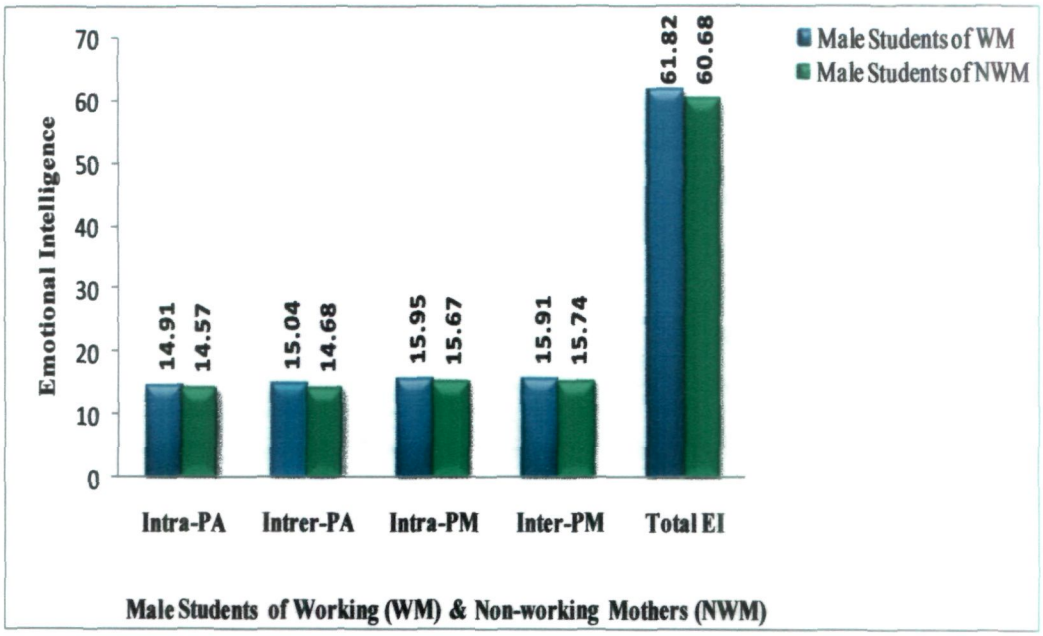

Fig 5.7 Mean scores of male students of WM and NWM on the variable of Emotional Intelligence and its components

The table 5.9 depicts comparison of mean scores of male students having working mothers and non-working mothers on the measure of emotional intelligence and its components. The mean scores of students of WM and NWM on the measure of intra-personal awareness are found 14.91 and 14.57. Values of SD are calculated 2.90 and 2.59 for the students of WM and NWM respectively. When the two means are put to 't' test for knowing the significance of difference between them. Value of 't' is found 0.94 which is insignificant even at 0.05 level of confidence. It shows that mean scores of both the groups are almost similar as shown (fig. 5.7) on the measure of intra-personal awareness.

As presented in the table 5.9 comparisons between the said groups were made on the measure of inter-personal awareness and it was found that mean scores of male students of working and non-working mothers group are 15.04 and 14.68 respectively and their SDs are calculated 3.36 and 2.95. The t-value is calculated 0.89, which is insignificant even at 0.5 level of confidence. It is inferred from the finding that both the groups under study are similar on the measure of inter-personal awareness.

It is also clear from the same table that mean scores of male students of working and non-working mothers on the measure of intra-personal management are found 15.9 and 15.67 respectively. Calculated values of SDs for the two groups are 2.68 and 2.92. When these two means were computed to 't' test, value of 't' is found 0.75, which is again insignificant even at 0.05 level of significance. The above figure (fig. 5.7) also shows that both groups are almost similar on the measure of intra-personal management.

Comparison between the male students of working and non-working mothers on the measure of inter-personal management reveals that male students of working mothers and non-working mothers are found to have mean scores 15.91 and 15.74 respectively. The computed value of 't' is found 0.04, which is insignificant even at 0.05 level of confidence, indicating that both the groups are nearly equal in their inter-personal management of emotional intelligence.

Regarding total emotional intelligence the mean scores of male students of working mothers and non-working mothers are found 61.82 and 60.68 respectively, whereas, their corresponding SDs are 7.97 and 6.38. When the 't' value are calculated to find out significant difference between the means of two groups it is found 1.24, which is again insignificant even at 0.05 level of confidence. On the basis of above findings and related discussion it is quite evident that insignificant difference is found between male students of working and non-working mothers on the measure of emotional intelligence. Hence the hypotheses H_0, 2 (a): i.e., "There is no significant difference in emotional intelligence between the male students of working and non-working mothers" is not rejected.

5.2.3: Comparison between female students of working mothers (WM) and non-working mothers (NWM) on the variable of Emotional Intelligence

H_0, 2 (b): *There is no significant difference in emotional intelligence between the female students of working and non-working mothers.*

In order to compare emotional intelligence of the female students of working and non-working mothers, t-test was applied. The mean scores and SD was found and t-value was calculated. The mean scores, SD, standard error mean and t-value of various

dimensions of emotional intelligence of the female students of WM and NWM are given in table 5.10

Table 5.10

Showing the difference in Emotional Intelligence and its components between female students of WM and NWM

Dimensions	Groups	No.	Mean	SD	SEM	df	t	Sig.
Intra-personal Awareness	Female students of WM	113	15.46	2.52	0.23	262	2.68	0.00
	Female students of NWM	151	14.68	2.17	0.17			
Inter-personal Awareness	Female students of WM	113	15.69	2.44	0.23	262	2.03	0.04
	Female students of NWM	151	15.03	2.69	0.21			
Intra-personal Management	Female students of WM	113	16.15	2.00	0.18	262	0.14	0.88
	Female students of NWM	151	16.11	2.94	0.23			
Inter-personal Management	Female students of WM	113	16.45	2.34	0.220	262	0.69	0.48
	Female students of NWM	151	16.25	2.15	0.17			
Emotional Intelligence	**Female students of WM**	**113**	**63.76**	**5.93**	**0.55**	**262**	**2.26**	**0.02**
	Female students of NWM	**151**	**62.09**	**5.98**	**0.48**			

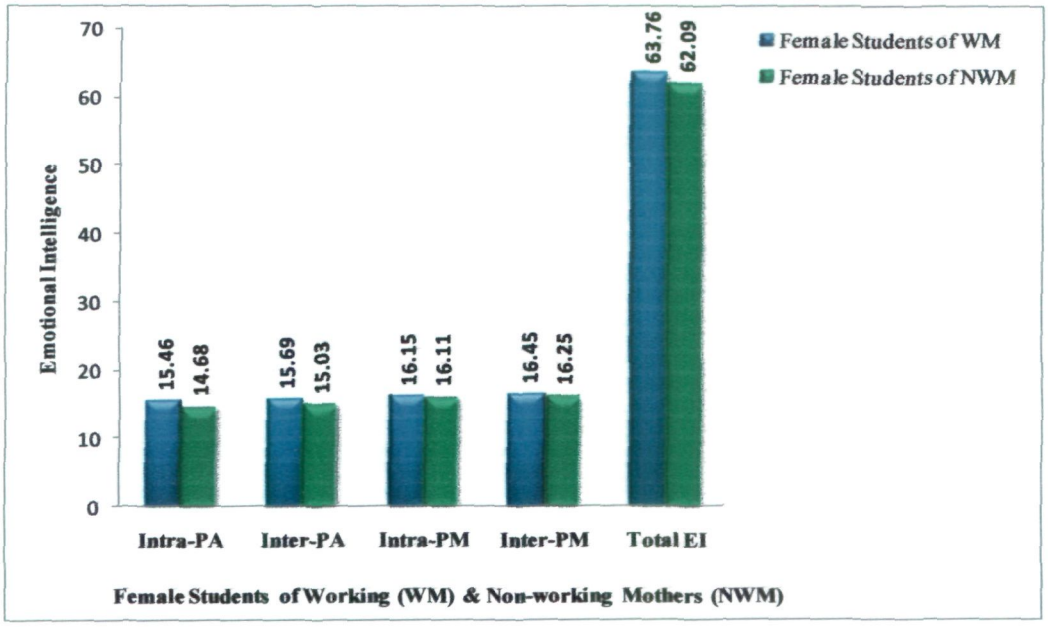

Fig 5.8 Mean scores of female students of working and non-working mothers on the variable of Emotional Intelligence and its components

It is obvious from table 5.10 that mean values of female students of working and non-working mothers on the measure of intra-personal awareness are 15.46 and 14.68 with their corresponding SDs 2.52 and 2.17 respectively. The significant of difference between these two means was calculated with the help of 't' test and its value is found 2.68, which is significant at 0.01 level . Since the high scores on the emotional intelligence inventory is the indication of better EI, and mean score of female students of working mothers is higher than mean score of their non-working counterparts. Thus, it may be safely concluded that female students of working mothers are better in intrapersonal awareness than female students of non-working mothers.

To make comparison between female students of working and non-working mothers on the measure of inter-personal awareness, investigator calculated the mean and SD scores of both the group. Mean of female students of working mothers is 15.69 with its corresponding SD 2.44, while the mean of female students of non-working group is 15.03 with the SD 2.69 as is shown in table 5.10, when't' value was measured on these two means, it is found 2.03 and is again significant at 0.05 level of confidence. Thus, it can be briefed that there is a significant difference between female students of WM and NWM in respect to inter-personal awareness. Female students of working

mothers are found to perform better in inter-personal awareness than female students of non-working mothers.

As is shown in table 5.10, the mean scores of female students of working and non-working mothers with regard to intra-personal management are 16.05 and 16.11 with their corresponding SDs 2.00 and 2.94 respectively. Mean of both the groups were computed for't' test to identify significance of difference, value of 't' is found 0.14 which is insignificant even at 0.05 level of confidence. Result, thus indicates that female students of working and non-working mothers do not differ significantly in respect to intra-personal management.

Table 5.10 shows that there is no significant difference between female students of working and non-working mothers on the measure of inter-personal management as the obtained t-value (0.69) is insignificant even at 0.05 level of confidence. As shown in figure 5.8 the mean value of the female students of working and non-working mothers on the dimension inter-personal management of emotional intelligence is 16.19 and 16.00 respectively. It reveals that the difference between the mean scores is small and both the groups of mothers are nearly equal in their inter-personal management of emotional intelligence.

Regarding total emotional intelligence mean scores of female students of working and non-working mothers are found 63.76 and 62.09 respectively, whereas, their corresponding SDs are 5.93 and 5.98. When't' value was calculated to find out significant difference between the means of two groups it is found 2.26, which is significant at 0.05 level of confidence. On the basis of above findings and related discussion it is quite evident that significant difference is found between female students of working and non-working mothers on the measure of emotional intelligence. Result shows concordance with the findings of Kaur & Meenkashi (2010), that female students of working mothers are more emotionally intelligent than their counterparts. The possible reason could be that working mother's daughters are more extrovert, independent, confident, emotionally stable and less aggressive & less anxious than daughters of non-working mothers. Hence the H_0, 2 (b), i.e., "There is no significant difference in emotional intelligence between the female students of working and non-working mothers" is rejected.

5.2.4: Comparison between male and female students of working mothers (WM) on the variable of Emotional Intelligence

***H_0*, 2 (c):** *There is no significant difference in emotional intelligence between the male and female students of working mothers.*

Table 5.11
Showing the difference in Emotional Intelligence (EI) and its components between male and female students of Working Mothers (WM)

Dimensions	Groups	No.	Mean	SD	SEM	df	t	Sig.
Intra-personal Awareness	Male students of WM	101	14.91	2.90	0.28	212	**1.50**	0.13
	Female students of WM	113	15.46	2.52	0.23			
Inter-personal Awareness	Male students of WM	101	15.04	3.36	0.33	212	**1.60**	0.11
	Female students of WM	113	15.69	2.44	0.23			
Intra-personal Management	Male students of WM	101	15.95	2.68	0.26	212	**0.65**	0.51
	Female students of WM	113	16.15	2.00	0.18			
Inter-personal Management	Male students of WM	101	15.91	2.77	0.27	212	**1.54**	0.07
	Female students of WM	113	16.45	2.34	0.22			
Emotional Intelligence	**Male students of WM**	**101**	**61.82**	**7.97**	**0.79**	**212**	**2.04**	**0.04**
	Female students of WM	**113**	**63.76**	**5.93**	**0.55**			

In order to compare emotional intelligence of male and female students of working mothers, t-test was applied. The mean scores and SD was found out and t-value was calculated. Mean scores, SD, standard error mean and t-value of various dimensions of emotional intelligence of the male and female students of working mothers are given in above table (table 5.11).

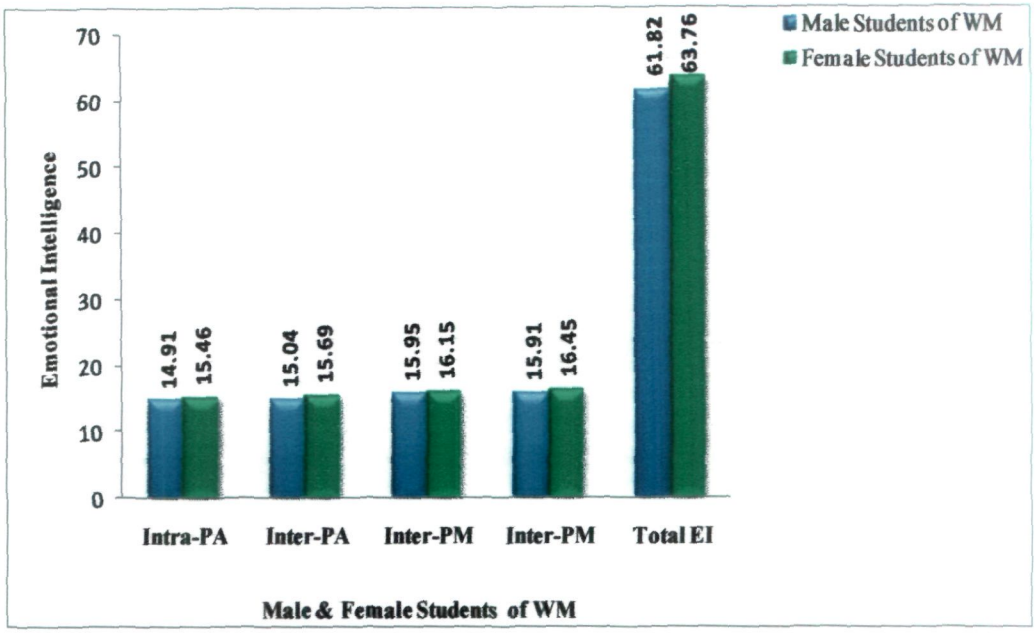

Fig 5.9 Mean scores of male and female students of working mothers (WM) on the variable of emotional intelligence (EI) and its components

As can be seen from the table 5.11 mean scores of male and female students of working mothers (WM) on the measure of intra-personal awareness are 14.91 and 15.46 respectively and obtained SD values are 2.90 and 2.52. When mean scores of these two groups were put to 't' test for knowing significance of difference, the obtained 't' value is found 1.50, which is insignificant even at 0.05 level of confidence. It is therefore, concluded that male and female students of working mothers are similar on the measure of intra-personal awareness.

A glance of the above table 5.11 depicts that there is insignificant difference between male and female students of WM on the measure of inter-personal awareness as the obtained t-value (1.60) is insignificant even at 0.05 level of confidence. Mean value of male students (15.20) is not much higher than mean value of female students (14.63). It is therefore, concluded that male and female students of working mothers are similar on the measure of inter–personal awareness of emotional intelligence.

It is also clear from the same table that mean scores of male and female students of WM on the measure of intra-personal management are found 15.95 and 16.15 respectively. Calculated values of SDs for the two groups are 2.68 and 2.00. When these two means were computed to't' test, the value of't' is found 0.65, which is again

insignificant even at 0.05 level of significance. It shows that both the groups are almost similar on the measure of intra-personal management.

To make comparison between male and female students of WM on the measure of inter-personal management, investigator calculated the mean and SD scores of the both group. Mean of male students of working mothers is 15.91 with its corresponding SD 2.77, while mean of female students of working group is 16.45 with SD 2.34 as is shown in the table 5.11, when the't' value was measured on these two means, it is found 1.54 and is again insignificant at 0.05 level of confidence. Thus, it can be briefed that there is insignificant difference between male and female students of working mothers in respect to inter-personal management.

Regarding total emotional intelligence the mean scores of male and female students of working mothers are found 61.82 and 63.76 respectively, whereas, their corresponding SDs are 7.97 and 5.93. When the't' value is calculated to find out significant difference between the means of two groups it is found 2.04, which is significant at 0.05 level of confidence. On the basis of above findings and related discussion it is quite evident that insignificant difference are found between male and female students of working mothers on the measures of emotional intelligence components. But if we compare the total emotional intelligence of male and female students of WM a significant difference is found. Thus, it can be inferred from the result that female students of working mothers are having higher emotional intelligence than male students of working mothers. The above result is also confirmed by Reddy & Venu (2010); Gupta & Kaur (2006); Katyal & Awasthi (2005); Bracket et al (2003); Hassan et al (2009); Devi & Rayula (2005). The possible reason is that emotional intelligence primarily deals with managing and expressing one's emotions as well as social skills. Girls tend to more emotional and intimate in relationship as compared to boys. More freedom, better maturity to think, higher sociability, self-assertion and better inter-personal understanding might be some of the traits that help the girls to acquire more emotional intelligence as compared to boys. Moreover, female students who attend to emotions and are aware of them are likely to think about the causes of their emotions in order to solve them intelligently. But the findings of Nandwana & Joshi (2010); Shah &Thingujam (2008) contradict

the present finding. Hence the hypotheses H_0, 2 (c), i.e., "There is no significant difference in emotional intelligence between the male and female students of working mothers" is rejected.

5.2.5: Comparison between male and female students of non-working mothers (NWM) on the variable of Emotional Intelligence

***H_0*, 2 (d):** *There is no significant difference in emotional intelligence between the male and female students of non-working mothers.*

Table 5.12
Showing the difference in emotional intelligence (EI) and its components between male and female students of non-working Mothers

Dimensions	Groups	No.	Mean	SD	SEM	df	t	Sig.
Intra-personal Awareness	Male students of NWM	147	14.02	2.61	0.21	295	1.21	0.22
	Female students of NWM	150	13.67	2.42	0.19			
Inter-personal Awareness	Male students of NWM	147	14.76	2.95	0.24	295	0.23	0.81
	Female students of NWM	150	14.68	2.68	0.21			
Intra-personal Management	Male students of NWM	147	17.15	3.06	0.25	295	0.53	0.59
	Female students of NWM	150	17.34	3.01	0.24			
Inter-personal Management	Male students of NWM	147	16.25	2.56	0.21	295	3.36	0.00
	Female students of NWM	150	17.23	2.43	0.19			
Emotional Intelligence	**Male students of NWM**	**147**	**62.20**	**6.38**	**0.52**	**295**	**1.00**	**0.31**
	Female students of NWM	**150**	**62.94**	**6.19**	**0.50**			

In order to compare emotional intelligence of male and female students of non-working mothers, t-test was applied. Mean scores and SD was found and t-value was calculated. The mean scores, SD, standard error mean and t-value of various dimensions of emotional intelligence of male and female students of non-working mothers are given in above table 5.12.

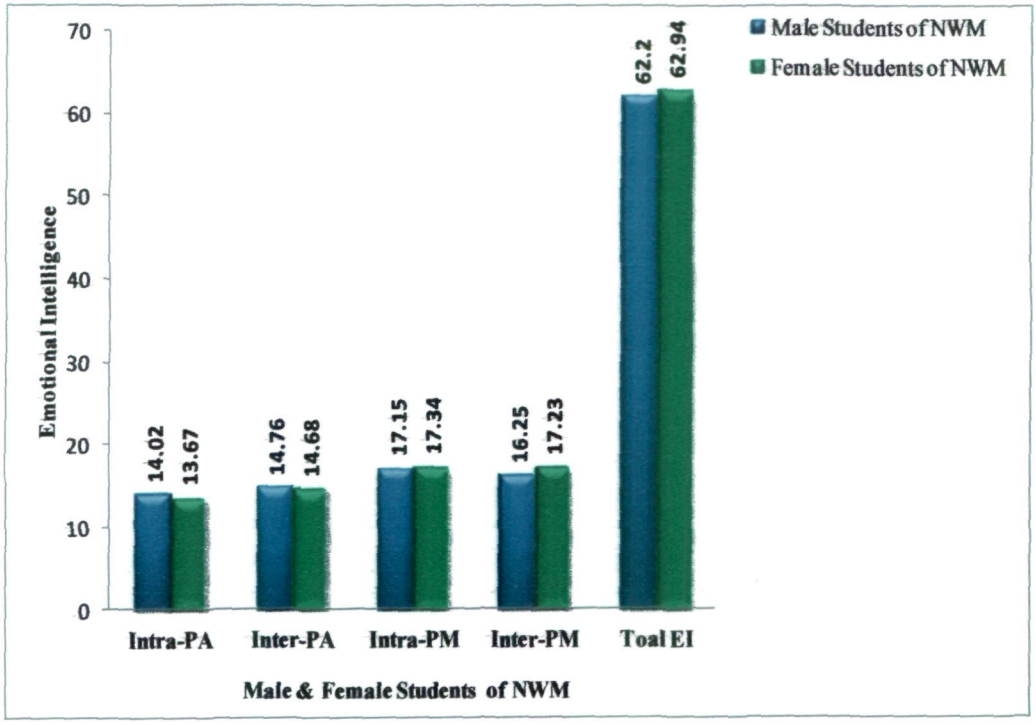

Fig 5.10 Mean scores of male and female students of non-working mothers (WM) on the variable of emotional intelligence and its components

Comparisons were made on the measure of emotional intelligence and its components. As is evident from table 5.12, the male and female students of non-working mothers are found to have 14.2 and 13.67 as their mean scores on the measure of inter-personal awareness and their SDs are 2.61 and 2.42 respectively. Since the 't' value is found 1.21, the difference between mean scores of two groups is insignificant. Result clearly depicts that mean score of male and female students of non-working mothers as shown in figure (5.10) are almost similar on the measure of intra-personal awareness.

Table 5.12 reveals that mean scores of male and female students of non-working mothers on the measure of inter-personal awareness are found to be 14.76 and 13.68 respectively and their corresponding SDs are 2.95 and 2.68. The obtained 't' value is

0.23, which is insignificant even at 0.05 level of confidence. The result clearly depicts that the mean score of male and female students as shown in figure (fig.5.10) of non-working mothers are almost similar on the measure of inter-personal awareness.

As can be seen from table 5.12, mean scores of the male and female students of non-working mothers on the measure of intra-personal management are found 17.15 and 17.34 and their respective SDs are calculated 3.06 and 3.01 the 't' value is found as 0.53, which is insignificant. Thus on the basis of results it may be concluded that there is no significant difference between male and female students of non-working mothers on the measure of intra-personal management.

It is obvious from table 5.12 that the mean values of male and female students of non-working mothers on the measure of inter-personal management are 16.25 and 17.23 with their corresponding SDs 2.56 and 2.43 respectively. The significant of difference between these two means was calculated with the help of 't' test and its value is found 3.36, which is significant at 0.01 level of confidence. Since the high scores on the emotional intelligence inventory is the indication of better emotional intelligence, and mean score of female students of non-working mothers is higher than the mean score of their male counterparts as shown (fig. 5.10). Thus, it may be safely concluded that female students of non-working mothers is better in inter-personal management than male students of non-working mothers.

As for as total emotional intelligence is concerned it is clear from table 5.12 that no significant difference is found between male students of non-working mothers and female students of non-working mothers on the measure of emotional intelligence. The mean scores of male students of non-working mothers is 62.20 and its SD is 6.38, whereas, the mean and SD scores of the female students of non-working mothers are 62.94 and 6.19 respectively. The calculated 't' value is 1.00 which is insignificant. It is therefore, concluded that there is no significant difference in emotional intelligence between the male and female students of non-working mothers. The finding of the present study is in corroboration with that of Panda (2009); Shah & thingujum (2008); Devi & Rayaula (2005) revealed that adolescent boys and girls show similar scores on certain dimension of emotional intelligence. But findings of Gupta & Kaur (2006);

Katyal & Awasthi (2005) contradict with the present one. Thus the hypothesis H_0, 2 (d) is not rejected.

5.3 Academic Achievement

5.3.1: Comparison between Students of Working Mothers (WM) and Non-working Mothers (NWM) on the variable of Academic Achievement

***H_0*, 3:** *There is no significant difference in academic achievement between the children of working and non-working mothers.*

In order to find out whether there is significant difference in academic achievement between the children of working and non-working mothers (taking into consideration the effect of gender and maternal employment) ANOVA was used. The sum of squares, mean squares was found and F-value was calculated as shown in table 5.13

Table 5.13

Analysis of variance (ANOVA) for Academic Achievement

Source of Variance	Sum of Squares	df	Mean Square	F-Value	Sig.
A (Gender)	3.81	1	3.81	3.84	0.05
B (Maternal Employment)	0.46	1	0.46	0.47	0.49
A×B	0.32	1	0.32	0.32	0.56
Within	506.19	508	0.99		
Total	511	511			

*Significance at 0.05 level, **Significance at 0.01 level

Main effect 'A' represents the factor gender varied at two levels (male & female). It has yielded F value of 3.84 for df 1 & 511. The value is insignificant because the table for df 1 & 511 is 3.86 which is close to calculated value 3.84 but is not equal or greater than 3.86 suggests that the two groups (male and female) classified on the basis of gender do not differs significantly from each other on the measure of

academic achievement. The second factor associated with academic achievement in the study is maternal employment (working mothers and non-working mothers). Main effect 'B' refers to the factor of maternal employment (WM and NWM). It is associated with an F value of 0.47, degree of freedom 1 & 511. The insignificant F value clearly indicates that in the present study children of working and non-working mothers have denoted more or less similar academic achievement and hence whatever differences in the means were observed that might have occurred by chance only.

Interaction A×B shows that main effect A as well as the main effect B functioning independently in the process of academic achievement. Interaction A×B is associated with F value of 0.32 which is insignificant. It means for better academic achievement the factor 'maternal employment' did not interact with the factor 'gender'. The finding of the present study is in consonance with the findings of study conducted by Mcintosh (2006); Horwod & Ferguson (2000); Akhani et al (1999); Taori (1986); Ramachandran (1981); Nelson (1969) revealed that maternal employment does not determine the children's academic achievement, also reported that no significant difference in scholastic achievement among the children of working and non-working mothers. Uwaifo (2008) and Yadav (2001) reported that there are significant differences in academic achievement between male and female students. However, studies conducted by Tomar & Daka (2010); Sridevi & Beena (2008); Botsari & Makri (2003); Goswami (2000); Pandya (1996); Budhdev (1999); Maradula (1990) contradicts with the present one revealed that there are significant differences between children of working and non-working mothers. The above table indicates that maternal employment does not determine children's academic achievement. Hence, hypothesis H_0 3 i.e. "There is no significant difference in academic achievement between the students of working and non-working mothers" is not rejected. But gender is found closely associated with academic achievement. There is need for further testing; 't' test is used.

5.3.2: Comparison between male students of working mothers (WM) and non-working mothers (NWM) on the variable of Academic Achievement

$H_{0,}$ **3 (a):** *There is no significant difference in academic achievement between the male students of working and non-working mothers.*

Table 5.14

Showing the difference in Academic Achievement between male students of working mothers (WM) and non-working mothers (NWM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Academic Achievement	Male Students of WM	101	-0.02	1.03	0.10	246	0.90	0.36
	Male Students of NWM	147	-0.13	0.90	0.07			

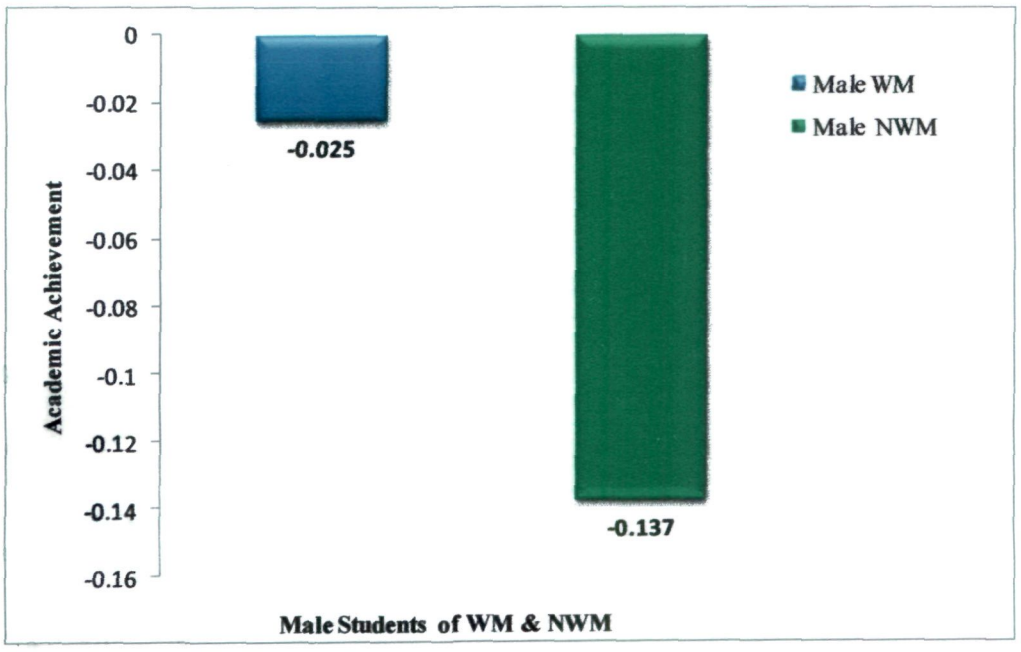

Fig 5.11 Mean scores of male students of working mothers (WM) and non-working mothers (NWM) on the variable of academic achievement

In order to compare academic achievement between the male students of working and non-working mothers, t-test was applied. The mean scores and SD was found out and t-values were calculated. The mean scores, SD, standard error mean and t-value of academic achievement of the male students of working and non-working mothers are given in above table (table 5.14).

It is obvious from the table5.14 that mean values of male students of working and non-working mothers on the measure of academic achievement are -0.025 and -0.137 respectively with their corresponding SDs 1.03 and 0.90. Mean of both the groups were computed for 't' test to identify the significance of difference, the value of 't' is found 0.90, which is insignificant even at 0.05 level of confidence. Results thus indicate that male students of both the groups (WM & NWM) are equal in their academic achievement. It can be seen from the figure (5.11) as mean scores of male students of WM and NWM are almost similar. Hence the hypothesis H_0 3 (a) i.e., "There is no significant difference in academic achievement between the male students of working and non-working mothers" is not rejected.

5.3.3: Comparison between female students of working mothers (WM) and non-working mothers (NWM) on the variable of Academic Achievement

***H_0* 3 (b):** *There is no significant difference in academic achievement between the female students of working and non-working mothers.*

In order to compare academic achievement between female students of working and non-working mothers, t-test was applied. The mean scores and SD was found out and t-values were calculated. The mean scores, SD, standard error mean and t-value of academic achievement of the female students of working and non-working mothers are given in table 5.15

Table 5.15

Showing the difference in Academic Achievement between female students of working mothers (WM) and non-working mothers (NWM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Academic Achievement	Female students of WM	113	0.09	1.01	0.09	262	0.08	0.93
	Female students of NEM	151	0.08	1.04	0.08			

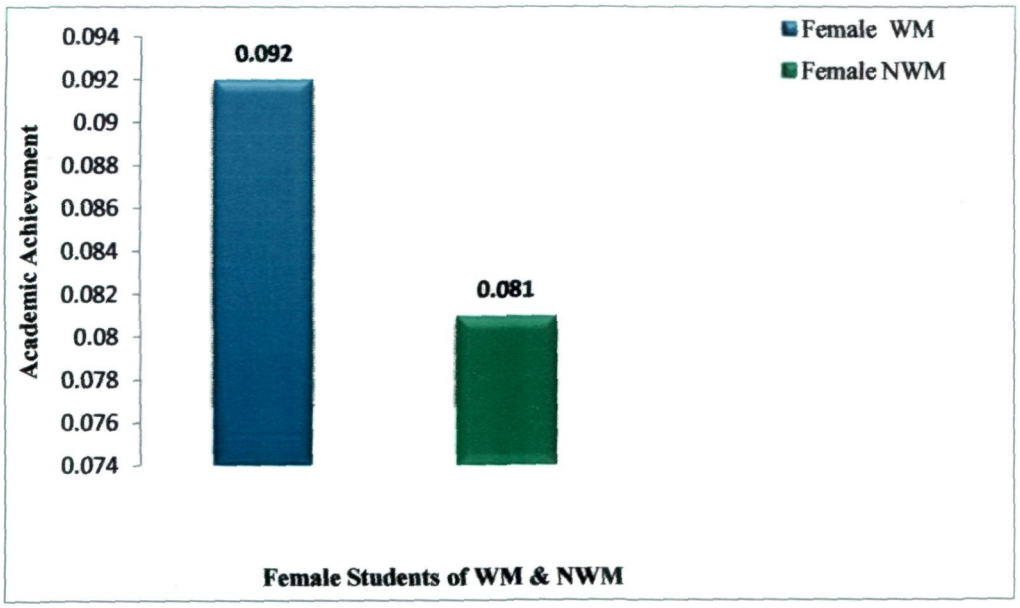

Fig 5.12 Mean scores of female students of working mothers (WM) and non-working mothers (NWM) on the variable of Academic Achievement

To make comparison between female students of working and non-working mothers on the measure of academic achievement, investigator calculated the mean and SD scores of both groups. The mean of female students of working mothers is 0.092 with its corresponding SD 1.016, while the mean of female students of non-working group is 0.081 with SD 1.043 as is shown in the table 5.15, when 't' value was measured on

these two means, it is found 0.08 and is insignificant at 0.05 level of confidence. Thus, it can be briefed that there is insignificant difference between female students of working and non-working mothers in respect to academic achievement. The mean scores as shown in figure (fig. 5.12) also indicate that female students of working and non-working mothers are similar on the measure of academic achievement. The finding is also confirmed by Bogenschneider & Steinberg (1994) who indicated that girls reported no effect of their mother's employment. Hence the hypothesis H_0, 3 (b), i.e., "There is no significant difference in academic achievement between female students of working and non-working mothers" is not rejected.

5.3.4: Comparison between male and female students of working mothers (WM) on the variable of Academic Achievement

H_0, **3 (c):** *There is no significant difference in academic achievement between the male and female students of working mothers.*

In order to compare academic achievement between male and female students of working mothers, t-test was applied. Mean scores and SD was found out and t-values were calculated. Mean scores, SD, standard error mean and t-value of academic achievement of male and female students of working mothers are given in table 5.16

Table 5.16

Showing the difference in Academic Achievement between male and female students of working mothers (WM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Academic Achievement	Male students of WM	101	-0.02	1.03	0.10	212	0.83	0.40
	Female students of WM	113	0.09	1.01	0.09			

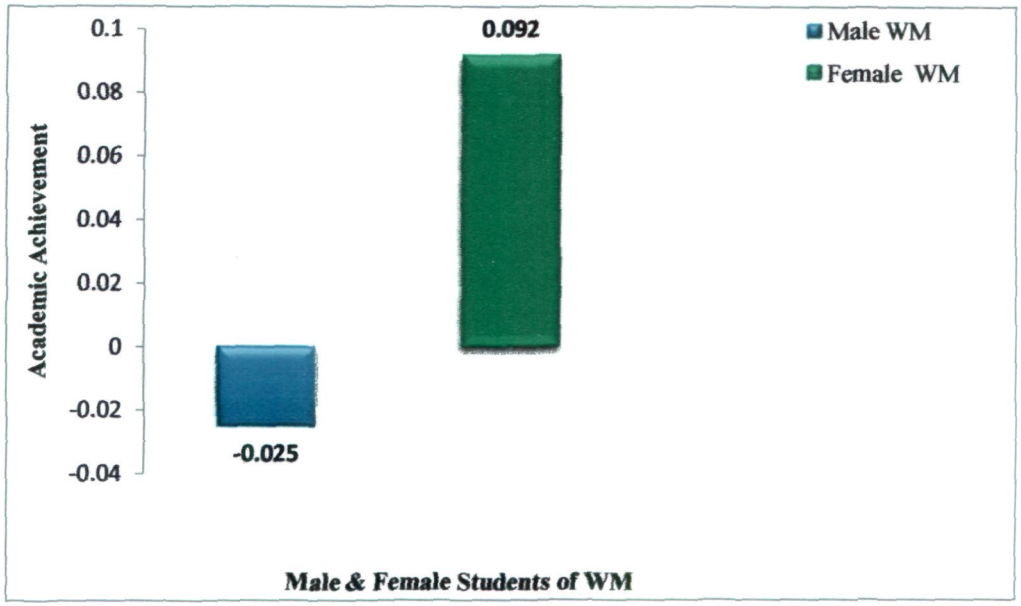

Fig 5.13 Mean scores of male and female students of working mothers on the variable of Academic Achievement

As can be seen from the table 5.16 the mean scores of male and female students of working mothers on the measure of academic achievement are -0.025 and 0.092 respectively and obtained SD values are 1.03 and 1.01. When the mean scores of these two groups were put to 't' test for knowing significance of difference, the obtained 't' value is found 0.83, which is insignificant even at 0.05 level of confidence. It is therefore, concluded that male students of working mothers and female students of non-working mothers are similar on the measure of academic achievement. This trend is also visible from figure (fig. 5.13). Hence the hypothesis H_0, 3 (c) i.e., "There is no significant difference in academic achievement between the male and female students non-working mothers" is not rejected.

5.3.5: Comparison between male and female Students of non-working mothers (WM) on the variable of Academic Achievement

***H_0*, 3 (d):** *There is no significant difference in academic achievement between the male and female students of non-working mothers.*

In order to compare academic achievement between male and female students of non-working mothers, t-test was applied. The mean scores and SD was found out and t-

value was calculated. The mean scores, SD, standard error mean and t-value of academic achievement of male and female students of non-working mothers are given in table 5.17

Table 5.17

Showing the difference in Academic Achievement between Male and Female students of Non-working Mothers (NWM)

Variable	Groups	No.	Mean	SD	SEM	df	t	Sig.
Academic Achievement	Male students of NWM	147	-0.13	0.90	0.07	296	1.96	0.05
	Female students of NWM	151	0.08	1.04	0.08			

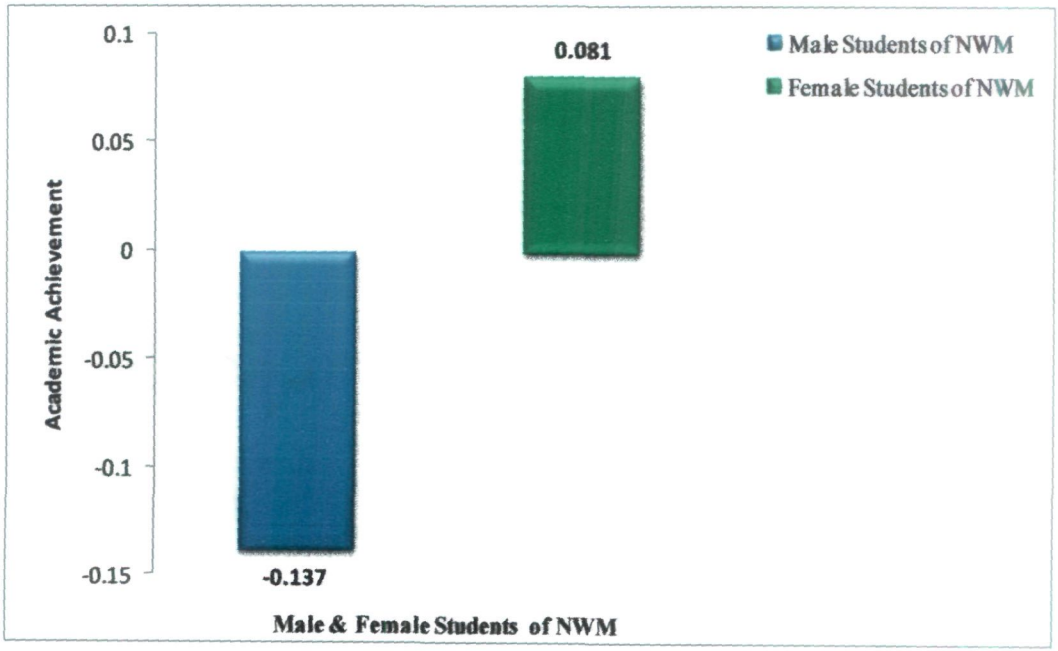

Fig 5.14 Mean scores of male and female students of non-working mothers on the variable of Academic Achievement

The table 5.17 depicts comparison of mean scores of male and female students having non-working mothers (NWM) on the measure academic achievement. The mean scores of male students of non-working mothers (NWM) group and female students of non-working mothers (NWM) group on the measure of academic achievement are found -0.137 and 0.081. The values of SDs are calculated to be 0.909 and 1.043 for the male and female student's non-working mothers groups respectively. When the two means were put to 't' test for knowing the significance of difference between them. The value of 't' is found 1.93, which is significant at 0.05 level of confidence. The results, thus, clearly shows that there is a significant difference between the male and female students of NWM group on the measure of academic achievement. The female students of NWM are found to have better school performance than the male students of NWM. The finding could be explained by the facts that present day competitive education which provides equal opportunities to both boys and girls. This naturally enhances the aspiration, expectation, which ultimately increases the competitive spirit. The educational aspiration and expectations of girls has risen even more, and are more likely leaving boys behind in terms of earning top grades in high school. In Kashmir, nowadays the female students are more prudent about her future. After school hours mostly remains in homes and spend her time with studying as compared to male students who after school hours spend their leisure time with their friend in futile activities. W. Richard (2010) reported that poor academic achievement by boys in elementary, middle, and high school appeared to explain the poor college attendance rates. The finding of the present study corroborates with the earlier findings of Uwaifo (2008); Anton & Angel (2004) reported that there is significant difference between male and female students as compared on academic achievement. But the findings of Nelson (1969); Hence the hypothesis H_0 3 (d), i.e., "There is no significant difference in academic achievement between the male and female students non-working mothers" is rejected.

5.4 Correlation

5.4.1: Relationship between Study Habits and Academic Achievements of the children of working mothers (WM) and non-working mothers (NWM).

H_0, 4: *There is no significant relationship between study habits and academic achievement of the children of working mothers.*

Table 5.18

Showing the relationship between Study Habits and Academic Achievement of the children of working mothers (WM)

Groups	Variables	No.	Mean	r (Pearson Product)	Significance
Children of WM	Study Habit	214	123.57	0.19**	0.00
	Academic Achievement	214	0.036		

** Correlation is significant at the 0.01 level (2-tailed).

The above table depicts the correlation between study habits and academic achievement among the children of working mothers (WM). The coefficient of correlation between study habits and academic achievement turned out 0.194 which is significant at 0.01 level of confidence. The table 5.22 reveals that there is positive and significant relationship between study habits and academic achievement of the children of working mothers. It seems to be logical as the children of working mothers are able to manage time and other resource to complete an academic task successfully. When they are able to concentrate and time is managed using techniques such as highlighting and outlining and creating personal meaning from study materials, they are able to achieve higher grades that mark academic success. Effective study strategies are important steps in children's educational development. The result is also confirmed by Gakhar (2005); Raiz et al (2002); Khan Neghma

(1993)Yadav Mayuri (2001); Jain (1967); Jha (1970); Tuli (1981); Kaur & Lekhi (1995); Anton & Anget (2004); Oluwatimilehin & Owoyele (2012); Mehta et al (1989-90); Ramaswamy (1990); Misra (1992) revealed significant and positive correlation between study habits and academic achievement. But the findings of Jegede et al (1997); Mehdi (1965) contradicts the present one. Hence the hypotheses H_0, 4 i.e., "There is no significant relationship between study habits and academic achievement of the children of working mothers" is rejected.

***H_0*, 5:** *There is no significant relationship between study habits and academic achievement of the children of non-working mothers.*

Table 5.19

Showing the correlation between Study Habits and Academic Achievement of the children of non-working mothers (NWM)

Groups	Variables	No.	Mean	r (Pearson Product)	Significance
Children of WM	Study Habit	298	120.67	0.118*	0.042
	Academic Achievement	298	-0.026		

* Correlation is significant at the 0.05 level (2-tailed).

Table 5.19 reveals the correlation between study habits and academic achievement among the children of non-working mothers (NWM). The coefficient of correlation between study habits and academic achievement turned out 0.118 which is significant at 0.05 level of confidence. The above table reveals that there is positive and significant relationship between study habits and academic achievement of the children of non-working mothers. The finding could be explained by the facts that those students who have the clarity of purpose, set goals, able to make purposeful use of one's cognitive skills, feelings and actions, evaluate his/her own performance and adjust behaviour flexibly in the context of ongoing feedback achieve higher grades that mark academic success. Oluwatimilehin & Owoyele (2012); Ramaswamy (1990);

Misra (1992) also supports the above finding. Hence the hypothesis H_0, 5 i.e., "There is no significant relationship between study habits and academic achievement of the children of non-working mothers" is rejected.

5.4.2: Relationship between Study Habits and Emotional Intelligence of the Children of Working and Non-working Mothers.

Ho.6: *There is no significant relationship between study habits and emotional intelligence of the children of working mothers.*

Table 5.20

Showing the correlation between Study Habits and Emotional Intelligence of the children of working mothers (WM)

Groups	Variables	No.	Mean	r (Pearson Product)	Significance
Children of WM	Study Habit	214	123.57	0.40**	0.00
	Emotional Intelligence	214	62.85		

** Correlation is significant at the 0.01 level (2-tailed).

In order to know the relationship between study habits and emotional intelligence of the children of working mothers, Pearson's product movement coefficient of correlation is used. The coefficient of correlation between study habits and academic achievement turned out to be 0.409 which is significant at 0.01 level of confidence. The above finding depicts that there is positive and significant relationship between study habits and emotional intelligence of the children of working mothers. Nasir and Masur (2010) asserted that effective learning takes place when students have an understanding of how to learn and this understanding requires such emotional skills as confidence, self-control and the ability to communicate and cooperate with others.

Hence the hypothesis H_0, 6 i.e., "There is no significant relationship between study habits and emotional intelligence of the children of working mothers" is rejected.

***H_0*, 7:** *There is no significant relationship between study habits and emotional intelligence of the children of non-working mothers.*

Table 5.21

Showing the relationship between study habits and emotional intelligence of the children of non-working mothers

Groups	Variables	No.	Mean	r (Pearson Product)	Significance
Children of NWM	Study Habit	298	120.67	0.34**	0.00
	Emotional Intelligence	298	61.39		

** Correlation is significant at the 0.01 level (2-tailed).

The above table depicts the correlation between study habits and emotional intelligence among the children of non-working mothers (NWM). The coefficient of correlation between study habits and emotional intelligence turned out 0.342 is significant at 0.01 level of confidence. The table 5.22 reveals that there is positive and significant relationship between study habits and emotional intelligence of the children of non-working mothers. It seems to be quite logical because the students who are able to recognize their abilities and capacities instead of feeling low are able to read without distraction and with full concentration. Scientific findings on emotional intelligence support the notion that emotions are functional when the information they provide is attended to, interpreted accurately, integrated -into thinking and behavior, and managed effectively. The hypothesis H_0, 7 i.e., "There is no significant relationship between study habits and emotional intelligence of the children of non-working mothers" is rejected.

5.4.3: Correlation between Emotional Intelligence and Academic Achievement of the Children of Working and Non-working Mothers.

***H_0*, 8:** *There is no significant relationship between emotional intelligence and academic achievement of the children of working mothers.*

Table 5.22
Showing the relationship between emotional intelligence and academic achievement of the children of working mothers

Groups	Variables	No.	Mean	r (Pearson Product)	Significance
Children of WM	Emotional Intelligence	214	62.85	0.09*	0.18
	Academic Achievement	214	0.03		

* No correlation.

So far as the relationship between emotional intelligence and academic achievement of the children of working mothers is concerned, the above table depicts that there is no cause and effect relationship between the two variables as the value has been found 0.091 which is insignificant even at 0.05 level of confidence. The result of the study are consistent with findings from Subramanyam & Rao (2008); Johnson (2008); Suliman, (2010) indicate no relationship between emotional intelligence and academic achievement. Hence the hypotheses H_0, 8 i.e., "There is no significant relationship between emotional intelligence and academic achievement of the children of working mothers" is not rejected.

***H_0*, 9:** *There is no significant relationship between emotional intelligence and academic achievement of the children of non-working mothers.*

Table 5.23
Showing the relationship between emotional intelligence and academic achievement of the children of non-working mothers

Groups	Variables	No.	Mean	r (Pearson Product)	Significance
Children of NWM	Emotional Intelligence	298	61.69	0.13**	0.017
	Academic Achievement	298	-0.02		

* Correlation is significant at the 0.05 level (2-tailed).

Table 5.23 reveals the correlation between emotional intelligence and academic achievement among the children of non-working mothers (NWM). The coefficient of correlation between emotional intelligence and academic achievement turned out 0.138 which is significant at 0.05 level of confidence. The above table reveals that there is positive and significant relationship between emotional intelligence and academic achievement of the children of non-working mothers. The significant and positive correlation between emotional intelligence and academic achievement indicate that academic success does not depend on cognitive aspects of intelligence rather it is also affected by emotional abilities. The result of the study are consistent with findings from Nelson et al. (2002); Chawla et al. (2011); Rani (2011); Ogundokun & Adeyemo (2010); Hassan et al (2009); Downey et al (2008); Parker et al (2003) and Singh et al. (2009). These studies concluded that emotional intelligence is correlated and highly predictive of academic achievement. The probable reason for this outcome among this sample may be due to the fact that emotional intelligence is very important in life accomplishments which according to Salovey and Mayer (1990) is a form of social intelligence that involves the ability to monitor one's own and others' feelings and that the key skills and qualities needed to be successful came from within emotional rather than from cognitive intelligence (Snarey & Vaillant 1985). Further, many studies (Subramanyam & Rao, 2008; Johnson, (2008); Suliman, (2010) indicate no relationship between emotional intelligence and

academic achievement. Thus, the hypothesis H_0, 9, i.e., "There is no significant relationship between emotional intelligence and academic achievement of the children of non-working mothers" is rejected.

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CHAPTER-VI

SUMMARY, CONCLUSION, IMPLICATIONS AND SUGGESTONS

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SUMMARY, CONCLUSION, IMPLICATIONS AND SUGGESTONS

Women employment rate has increased very rapidly over the last several years. Entry of women in the field of salaried jobs is a result of number of factors such as economic needs, spread of education among women, social and national reform movements attract the attention of people towards women empowerment, search of identity, freedom to women all over the world by recognizing equality as a fundamental right irrespective of sex, race etc. Education of women is not imperative for benefit of women only but uplift of society also. Today women from all corners started working in government, semi government or private salaried jobs. Entry of women in workforce brings changes in the structure and function of family. Every member of family occupies a vital position in the interaction map of child but among them the role of mother is important and varied. Mother plays important role in the personality development of children by shaping their intellectual and social behavour. Study conducted by Hoffman (1961) found that children of working mothers had lower intellectual performance than a matched group of children whose mother does not work. Some studies revealed that while the lack of mothers presence can impact a child negatively this impact is not as serve as what occurs if the mother does not work. Such factors include poverty, parental education and quality childcare (Booth, 2000). Children of non-working parent get higher grades in high schools, but at the same time feel less pressure about doing so (Essortment, 2002). Children of working mothers do not suffer any differently from anxiety, antisocial behavior or stress related problems than those of non-working mothers, had fever stereotyped gender-role attitudes and felt their mothers are more competent. Children of working mothers were also found to have a feeling of that they had control over their environment (Gershaw, 1988). Work usually adds meaning to life this is especially true for women who enjoy their work. If a working mother is happy with her job to provide her child daily needs they may perform as a parent as well or better than a non-working mother. The working mothers encourage their children to be more independent, self-sufficient and self-independent from an early age (Hock, 1980). Researchers got interested in the field of education of children of working and non-working mothers, to find out the

problems and benefits, because, maternal employment is very imperative factor related to the psycho-physical development of the children. Number of studies was carried out taking into consideration the variables- adjustment, anxiety, achievement motivation, emotional maturity, personality, socio-economic status. The present study is a humble attempt to compare the study habits, emotional intelligence and academic achievement of children of working and non-working mothers and to find out the correlation between study habits, emotional intelligence and academic achievement of children of working and non-working mothers.

Procedure

Sample of the present study consisted of 512 male and female respondents of working and non-working mothers of the age group 16 to 18 years, studying in XI class of Higher Secondary Schools of District Pulwama, Jammu and Kashmir, which were affiliated to Jammu and Kashmir State Board of School Education (JKSBOSE). Out of 512 respondents 248 were male, 264 were female students. The type of sample was stratified random sampling because the investigator divided the sample into strata (male and female) selected randomly from the population. Mukhopadhyay, M and Sansanwal, D.N (1985) Study Habit Inventory was employed as a measure of study habits and Emotional Intelligence Inventory developed by Dr. S.K Mangal and Mrs. Shubhra Mangal (2004) served as a measure of emotional intelligence. Marks obtained in the last qualifying examination converted into z-value through a statistical technique were taken as the index of academic achievement. In the present investigation self constructed Personal Information Sheet, comprises of twenty items helped in eliciting information regarding the subjects age, sex, family type, single parent or both parent, mother whether working or non-working, kind of work, number of working hours, educate/uneducate. The analysis of data was done by employing first descriptive statics- mean, median, standard deviation, z-score, quartile values, percentile values, skewness, kurtosis and frequency polygons to summarize the data, while as to test the hypotheses the inferential statics were used these are ANOVA, t-test and Pearson's Coefficient of Correlation (r).

Table 6.1

Result of t-test employed to the difference in the mean scores of study habits, emotional intelligence and academic achievement of the children of working and non-working mothers

Variables		Children of WM	Children of NWM	t-value	Male students of WM	Male students of NWM	t-value	Female students of WM	Female students of NWM	t-value	Male students of WM	Female students of WM	t-value	Male students of NWM	Female students of NWM	t-value
		N=214	N=298		N=101	N=147		N=113	N=151		N=101	N=113		N=147	N=151	
Study Habits		123.57 16.62	120.67 15.64	2.01*	120.54 16.47	118.48 15.58	1.00	126.28 16.35	122.81 15.46	1.75	120.54 16.47	126.28 16.35	2.55**	118.48 15.58	122.88 15.46	2.41*
EI	Intra-PA	15.205 2.71	14.634 2.39	2.51**	14.910 2.90	14.578 2.59	0.94	15.469 2.52	14.688 2.17	2.68**	14.910 2.90	15.469 2.52	1.50	14.027 2.61	13.673 2.42	1.21
	Inter-PA	15.387 2.92	14.862 2.82	2.04*	15.049 3.36	14.687 2.95	0.89	15.690 2.44	15.033 2.69	2.03*	15.049 3.36	15.690 2.44	1.60	14.761 2.95	14.686 2.68	0.23
	Intra-PM	16.060 2.34	15.896 2.93	0.68	15.950 2.68	15.673 2.92	0.75	16.159 2.00	16.112 2.94	0.14	15.950 2.68	16.159 2.00	0.65	17.156 3.06	17.346 3.01	0.53
	Inter-PM	16.196 2.56	16.006 2.33	0.86	15.910 2.77	15.748 2.49	0.63	16.451 2.34	16.258 2.15	0.69	15.910 2.77	16.451 2.34	1.54	16.258 2.56	17.233 2.43	3.36**
	Total EI	62.850 7.02	61.399 6.21	2.46**	61.821 7.97	60.687 6.38	1.24	63.769 5.93	62.092 5.98	2.26*	61.821 7.97	63.769 5.93	2.04*	62.204 6.38	62.940 6.19	1.00
Academic achievement		0.036 1.02	-0.026 0.98	0.70	-0.025 1.03	-0.137 0.90	0.90	0.092 1.01	0.081 1.04	0.08	-0.025 1.03	0.092 1.01	0.83	-0.137 0.90	0.081 1.04	1.93*

*Significant at 0.05, ** Significant at 0.01 level

WM= Working Mothers

NWM= Non-working Mothers

EI= Emotional Intelligence

PA= Personal Awareness

PM=Personal Management

6.2 Conclusions

The following conclusions have been drawn on the basis of analysis of data, which was discussed in detail in chapter V.

Study Habits

To find out whether there is significant difference between children of working mothers and non-working mothers (taking into consideration gender and maternal employment) on the measure of study habits. The obtained 'F' values 12.48 and 3.76 are found significant at 0.01 and 0.05 levels as shown in table 5.1. Obtained value 'F' value indicates that there is no interaction effect. Thus, we can say that there is significant difference in study habits between children of working and non-working mothers.

It can be seen from table 6.1 that the mean scores obtained on study habits by children of working and non-working mothers are 123.57 and 120.67 respectively. The difference between them is significant at 0.05 level. The mean scores of study habits of the children of working mothers is higher than the children of non-working mothers, which indicates that children of working mothers have better study habits as compared to children of non-working mothers.

Male students of working and non-working mothers are similar on the measure of study habits as the obtained t-value (1.003) is found insignificant at 0.05 level of confidence. Thus, it can very safely be concluded that male students of working and non-working are similar on the variable of study habits.

In this study female students of working and non-working mothers are found similar on the measure of study habits. As the obtained mean scores of female students of working and non-working mothers (126.28 & 122.81) are not found significant even at 0.05 level.

There exists a significant difference between the male and female students of working mothers. The mean score of female students of working mothers is highest. Whereas for male students of working mothers is lowest. Thus it can very safely be concluded

that female students of working mothers have better study habits as compared to male students of working mothers.

The means of scores obtained on study habits by the male and female students of non-working mothers are 118.48 and 122.88 respectively. The difference between them is significant at 0.05 level. the mean scores of female students of non-working mothers is highest whereas that of male students of non-working mothers is lowest, which shows that female students of non-working mothers have better study habits as compared to their counterparts.

Emotional Intelligence

Present study found that out of four dimensions (intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management) of emotional intelligence. Children of working and non-working mothers are found significant only at intra and inter-personal awareness as the obtained mean scores of children of working mothers at intra and inter-personal awareness of emotional intelligence are higher than their counterparts. It can safely be concluded that children of working mothers have better intra and inter-personal awareness as compared to the children of non-working mothers. Regarding the total emotional intelligence there is significant difference between the children of working and non-working mothers as the mean score of emotional intelligence of the children of working mothers is higher than their counterparts.

There exists no significant difference between the male students of working and non-working mothers on the measure of total emotional intelligence as well as on the four dimensions (intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management) of emotional intelligence. As the obtained t-values (0.94, 0.89, 0.75, 0.04 & 1.24) were found insignificant even at 0.05 level. Thus, male students of working and non-working mothers are similar on the measure of emotional intelligence.

In this study a significant differences are found between the female students of working mothers and female students of non-working mothers on the measures of intra-personal awareness and inter-personal awareness of emotional intelligence, as

the mean scores of female students of working mothers is higher than their counterparts. But insignificant differences are found on the measures of intra-personal and inter-personal management of emotional intelligence. Regarding the total emotional intelligence of female students of working mothers is significantly higher than the female students of non-working mothers.

The female students of working mothers have significantly higher level of emotional intelligence than male students of working mothers as the obtained t-value (2.04) is found significant at 0.05 level, but insignificant differences are found among the four dimensions (intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management) of emotional intelligence.

No significant difference is found between male and female students of non-working mothers on the measures of emotional intelligence as the obtained t-value (1.00) is found insignificant at 0.05 level. But significant difference is found on the measure of intra-personal management of emotional intelligence (EI), which indicates that female students of non-working mothers can manage emotions of others (empathy) better as compared to male students of non-working mothers.

Academic Achievement

Children of working mothers and the children of non-working mothers are similar on the measure of academic achievement as the obtained 'F' values 3.84 & 0.47(gender and maternal employment) are found insignificant at 0.05 level of confidence. Thus, it can be concluded that children of working mothers and the children of non-working mothers are similar on the variable of academic achievement.

In the present study difference between male students of working and non-working mothers on the measures of academic achievement is not statistically significant, which indicates male students of working mothers and non-working mothers are similar on the variable of academic achievement.

There exists no significant difference between the female students of working mothers and female students of non-working mothers on the measure academic achievement as the obtained t-value (0.08) is insignificant at 0.05 level of confidence. It indicates

academic achievement of female students of working and non-working mothers are similar.

The study also explained no difference in academic achievement between male and female students of non-working mothers. The difference between them is not statistically significant, which indicates that they are similar on the measure of academic achievement.

The means of scores obtained on academic achievement by male and female students of non-working mothers are -0.137 and 0.081 respectively. The difference between them is significant at 0.05 level. the mean score of female students of non-working mothers is highest whereas that of male students of non-working mothers is lowest, which shows that female students of non-working have better academic achievement as compared to their counterparts.

Table 6.2

Showing the Pearson's product Movement coefficient of correlation between study habits, emotional intelligence and academic achievement of the children of working and non-working mothers

Variables	Groups	No.	r Pearson Product	Sig. 2-tailed
Study Habits & Academic Achievement	Children of Working mothers	214	0.194	Sig. 0.01
	Children of Non-working Mothers	298	0.118	Sig. 0.05
Study Habits & Emotional Intelligence	Children of Working mothers	214	0.409	Sig.0.01
	Children of Non-working Mothers	298	0.342	Sig.0.01
Emotional Intelligence & Academic Achievement	Children of Working mothers	214	0.091	Insig
	Children of Non-working Mothers	298	0.138	Sig. 0.05

Table 6.2 presents the Pearson's product Movement coefficient of correlation between study habits, emotional intelligence and academic achievement of the children of working and non-working mothers.

Study habits and Academic Achievement

A significant and positive correlation (r=0.194) exists between study habits and academic achievement among the children of working mothers. Same is the case with children of non-working mothers a significant and positive correlation (r=0.118) is found.

Study Habits and Emotional Intelligence

Results of present study clearly indicates positive correlation (r=0.409) between study habits and emotional intelligence among the children of working mothers and is significant at 0.01 level. The coefficient of correlation (r=0.342) between study habits and emotional intelligence among the children of non-working mothers is also significant at 0.05 level.

Emotional Intelligence and Academic Achievement

The coefficient of correlation (0.091) between emotional intelligence and academic achievement among the children of working mothers is very low and is not significant at any level. But significant and positive correlation exists between emotional intelligence and academic achievement among the children of non-working mothers.

6.3 Educational Implications and Suggestions

On the basis of the present research findings following educational implications and suggestions have been made.

1. The present study over all suggests that working mothers children are not inferior in psychological well being rather they perform well as compared to non-working mothers children. Efforts should be made to give opportunities women to receive education as well as to encourage women to enter in work force without having any guilt feelings.

2. The present study suggests quality not the quantity of mothering is important. If the time is spend in the right way and fruitfully that promotes and encourages the children to perform better at school.

3. Educated and employed mothers should be able to maintain peaceful atmosphere and harmony at home. They should also adjust their priorities which assist their children in the right direction without creating conflicts and anxieties.

4. If the working mothers show a particular interest in their children's education by regularly supervising his home work, encouraging him and maintaining a regular study hours, the performance in school will naturally be better.

5. In the present study, study habits are an important factor in the pupil's academic achievement and personal improvement. If the good study habits are inculcated , nurtured and promoted at the younger and impressionable age of a child, it go a long way in removing a number of hurdles on the way to the development of good and cultured citizens.

6. If the habits like reading, writing and study skills begin even from early school stage; the pupils automatically possess good scholastic success in high schools and college stage.

7. It is recommended that parents should keep the home environment neatly and instruct them to keep their place of work neatly for improving the study habits of secondary school pupils.

8. Parent-teacher association meetings should be conducted once in a month and the parents should be informed of the children's progress. Necessary instructions may be provided for the parents for the improvement in study habits among the children.

9. Healthy competitions such as group discussion , debate, quiz programmes, essay writing etc, are to be conducted in the schools, because healthy competitions promotes good study habits among the children.

10. Emotional intelligence is significantly correlated with academic achievement. School leaders must begin to change the school culture by promoting and sustaining emotional intelligence curriculum in schools. The school culture should not dictate leadership, but, rather, leadership should help to create the culture and climate of schools.

11. The parents especially the mothers develop the ability to understand feelings of their children in the right manners because all emotions are healthy (emotions /feelings unite the heart, mind and the body). Anger, fear, sadness, the recalled negative emotions are as health as peace, courage and joy. The important thing is to learn the art of expressing one's feelings or emotions in a desirable way at the desirable time in a desirable amount.

6.4 Suggestions for Future Research

Researchers are not the end of an investigation but these always open the way for future endeavours. Studying the results obtained through the study, the investigator would like to make following suggestions for future investigations.

1. Similar studies are needed to produce more information in this area. Such studies may consider changing the setting, population, sample procedures, data collection methods utilized in the current study.

2. The present study has confined itself the children of working and non-working mothers. Interaction effects of family size, socio-economic status, and education of mothers can also be studied.

3. Further study is desirable to be conducted on other psychological variable such as motivational patterns, adjustment, self concept, personality profiles, etc.

4. More investigation into the nature of family interaction and its effect on the development of children in both employed and employed mother's families is suggested.

5. A detailed study on the different types of substitute care provided in the families of employed mothers may be beneficial.

A detailed research work in the direction of above mentioned suggestions may perhaps provide answers to many questions regarding the effect of maternal employment on the development of the child. The investigation is conscious of many limitations of the study. But it is submitted in the hope that it might stimulate further research in this area.

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APPENDIX-A

PERSONAL INFORMATION SHEET

Please fill in the following information:--

1. Name of the School: .....
2. Name of the Student: .....
3. Age: ....
4. Sex: .....
5. Class in which study: .....
6. Class Roll No.....
7. Previous year exam. Roll No. .....
8. Marks obtained in that exam. ..... Grade: .....

Tick the appropriate answer

9. Type of family:
   (a) Joint ☐ (b) Nuclear ☐
10. Are you from:
   (a) Single Parent family ☐ (b) Joint parent family ☐
11. Is your mother:
   (a) Working Women ☐ (b) Non-working Women ☐
12. What kind of work your mother does:
   (a) Professional ☐ (b) Service ☐
   (c) Part time ☐ (d) If any specify ☐
13. Do you like your mother to be working:
   (a) Yes ☐ (b) No. ☐
14. Do you face any problem due to your mothers job:
   (a) Yes ☐ (b) No. ☐
15. Is your mother:
   (a) Literate ☐ (b) Illiterate ☐
16. If Literate mention the qualification:
   (a) Middle pass ☐ (b)Metric pass ☐
   (c) 10+2 ☐ (d) Graduation ☐

(e) Post- graduation ☐ (f) If any specify ☐

17. Is your father:

(a) Literate ☐ (b) Illiterate ☐

18. If literate mention qualification.

(a) Middle pass ☐ (b) Metric pass ☐

(c) 10+2 ☐ (d) Graduation. ☐

(e) Post-graduation ☐ (f) If any specify ☐

19. If your mother is working mention their monthly income.

(a) Blow 5,000 ☐ (b) 5,000-10,000 ☐

(c) 10,000-20,000 ☐ (d) 20,000 above ☐

20. Are you from:

(a) Rural ☐ (b) Urban ☐

APPENDIX-B

STUDY HABIT INVENTORY

Please fill in the following information:—

Class **and Year** .....

Subjects of Study ....., ...

....., ...

....., ...

Name .....

Institution .....

INSTRUCTIONS

- Have you ever thought that you have developed certain HABITS pertaining to STUDIES?
- Do you know that your friends are likely to DIFFER in their habits of study from that of yours?
- Would you like to KNOW what your study habits are?

Here is a series of statements pertaining to different aspects of study-habits. Each statement refers to some kind of habit or the other. You might have developed some of these habits, to a certain degree. In terms of occurrences you can indicate your position simply by ticking cross (x) in only one of the cells [x] Always, Frequently, Sometimes, Rarely, Never given against the statements.

While you fill in this Proforma, please remember it is NECESSARY to respond to all the items. If you desire we can keep your habits and scores in confidence.

Sl. No.	ITEMS	Always	Frequently	Sometimes	Rarely	Never
1.	I read the books written in English several times to understand them.	☐	☐	☐	☐	☐
2.	Before reading a lesson intensively, I try to catch on what the lesson is about.	☐	☐	☐	☐	☐
3.	I prepare my own notes from the books.	☐	☐	☐	☐	☐
4.	I underline the important points that I read in the books.	☐	☐	☐	☐	☐
5.	I immediately consult the dictionary whenever I feel it necessary while studying.	☐	☐	☐	☐	☐
6.	I try to relate materials learnt in one subject to those learnt in others.	☐	☐	☐	☐	☐
7.	I read slowly.	☐	☐	☐	☐	☐
8.	I check my reading for comprehension of facts, by telling myself what I have read.	☐	☐	☐	☐	☐
9.	I check my reading by solving exercises and problems given in the text books	☐	☐	☐	☐	☐
10.	I try to cram passages that I do not understand.	☐	☐	☐	☐	☐
11.	I read aloud.	☐	☐	☐	☐	☐
12.	I try to cram passages even if I understand, while studying.	☐	☐	☐	☐	☐
13.	While studying, I try to understand a few facts fully well instead of acquiring a superficial acquaintance with more material.	☐	☐	☐	☐	☐
14.	I read with full concentration.	☐	☐	☐	☐	☐
15.	I read while the radio is on playing a music.	☐	☐	☐	☐	☐
16.	While reading, I begin day-dreaming.	☐	☐	☐	☐	☐
17.	I read only when I am in a mood to read.	☐	☐	☐	☐	☐
18.	It takes me sometime to concentrate.	☐	☐	☐	☐	☐
19.	I fall asleep while reading.	☐	☐	☐	☐	☐

20. I get easily distracted by noise in the surrounding	☐	☐	☐	☐	☐
21. I am worried at the time of my study	☐	☐	☐	☐	☐
22. I read different subjects each day according to a fixed routine	☐	☐	☐	☐	☐
23. I go to bed early at night and get up early in the morning to study	☐	☐	☐	☐	☐
24. I read one subject continuously for several hours	☐	☐	☐	☐	☐
25. I prefer reading at night rather than reading during day time	☐	☐	☐	☐	☐
26. Reading alongwith friends is not beneficial to me	☐	☐	☐	☐	☐
27. I study again the lessons taught by the teachers, as early as possible	☐	☐	☐	☐	☐
28. I spend most of my time in completing the term-work assigned to me.	☐	☐	☐	☐	☐
29. I read the lessons before they are taught in the class-room.	☐	☐	☐	☐	☐
30. I force myself to finish a particular task within a certain time.	☐	☐	☐	☐	☐
31. I practice a lot of sketching of diagrams.	☐	☐	☐	☐	☐
32. After the lessons are taught by the teacher, I study them again after three or four days.	☐	☐	☐	☐	☐
33. I copy from others while writing my journals and home work, because of the pressure of work.	☐	☐	☐	☐	☐
34. I study for my laboratory work also.	☐	☐	☐	☐	☐
35. I read too much at the time of examination without caring for food, rest or sleep.	☐	☐	☐	☐	☐
36. I read for a few hours due to fear of my guardians.	☐	☐	☐	☐	☐
37. I take tea, coffee or smoke at the time of reading.	☐	☐	☐	☐	☐
38. I try to understand the doubtful points at the end of a general reading.	☐	☐	☐	☐	☐
39. I revise the topics more than once.	☐	☐	☐	☐	☐
40. I lose hours of my study because of sports,					

gymkhana activities, dancing in clubs, T.V. and or movie pictures. ☐ ☐ ☐ ☐ ☐

41. I read while I am lying on the bed. ☐ ☐ ☐ ☐ ☐

42. I sing in low tone or whistle a song while reading. ☐ ☐ ☐ ☐ ☐

43. If I do not understand while reading, I immediately run to my friends for discussion or solution. ☐ ☐ ☐ ☐ ☐

44. I note the points I do not understand and discuss with friends or teachers later on. ☐ ☐ ☐ ☐ ☐

45. I find studying uninteresting and boring. ☐ ☐ ☐ ☐ ☐

46. I prefer to read guides rather than text-books Indian authors. ☐ ☐ ☐ ☐ ☐

47. I prefer to read guides rather than text-books. ☐ ☐ ☐ ☐ ☐

48. I read because the teachers nag me in the class room. ☐ ☐ ☐ ☐ ☐

49. I glance back over the line of print which I have already read to pick a word or phrase that I think, I have missed. ☐ ☐ ☐ ☐ ☐

50. Do you study in a day in addition to your college hours? ☐ ☐ ☐ ☐ ☐

51. Do you devote some time in reading the following materials?

a) Supplementary reading to course ☐ ☐ ☐ ☐ ☐

b) Journals and magazines as supplementary reading ☐ ☐ ☐ ☐ ☐

c) Novels and fictions ☐ ☐ ☐ ☐ ☐

d) Short stories ☐ ☐ ☐ ☐ ☐

e) Literary criticisms ☐ ☐ ☐ ☐ ☐

f) Books on general science/technology/scientific fiction/economics/management/politics/history etc. ☐ ☐ ☐ ☐ ☐

g) News papers ☐ ☐ ☐ ☐ ☐

h) Popular journals ☐ ☐ ☐ ☐ ☐

i) Any other ☐ ☐ ☐ ☐ ☐

52. I read the following parts of news papers:

a) Front page ☐ ☐ ☐ ☐ ☐

b) Editorial. ☐ ☐ ☐ ☐ ☐

c) Sports	☐	☐	☐	☐	☐
d) Advertisements	☐	☐	☐	☐	☐
e) Economic section	☐	☐	☐	☐	☐
f)Children's section	☐	☐	☐	☐	☐
g) Cinema section	☐	☐	☐	☐	☐
h) Cross words	☐	☐	☐	☐	☐
i)Astrological forecasts	☐	☐	☐	☐	☐
j)Special articles on science and technology	☐	☐	☐	☐	☐
k) Others	☐	☐	☐	☐	☐

AREAS	SCORING GUIDE													
COMPREHENSION	Items	2+	5+	6+	8+	9+	10-	13+	29+	30+	32+	38+	49+	Total
	Scores													
CONCENTRATION	Items	14+	16-	17-	18-	19-	20-	21-	37-	40-	42-			
	Scores													
TASK ORIENTATION	Items	22+	27+	28-	33-	35-	36-	45-	47-	48-				
	Scores													
STUDY SETS	Items	7+	11+	15+	23+	24+	25+	41+						
	Scores													
INTERACTION	Items	26-	43+	44+										
	Scores													
DRILLING	Items	1+	12+	31+	39+									
	Scores													
SUPPORTS	Items	34+	50+	51+	52+									
	Scores													
RECORDING	Items	3+	4+											
	Scores													
LANGUAGE	Items	46+												
	Scores													

+, - show the positive and the negative nature of the items respectively

Positive 4, 3, 2, 1, 0 Negative 0, 1, 2, 3, 4

APPENDIX-C

MANGAL EMOTIONAL INTELLIGENCE INVENTORY

Please respond to the questions given ahead carefully by taking care of the following things:-

1. You are provided with a test booklet and an answer sheet. What you are reading at present is the test booklet. The front back page of this booklet contains instructions and in the reaming pages there are 100 test statements for being responded as **'yes'** or **'No'.**
2. All these statements are meant for knowing about the level of your emotional intelligence. There is no right or wrong answer to a question given in the booklet. After reading a particular question and considering what is appropriate for you. you have to simply respond to it as **'yes'** or **'No'.**
3. It should be kept well in mind that you have not to write anything on the test booklet. It is simply a question paper. Answer/responses are to be written on the answer sheet by putting a **'yes'** or **'No'** given against the serial no. of the each statement.
4. Try to provide free and frank responses without any fear and hesitation. Your responses will remain quit secret and confidential and may be used for the research purposes.
5. Be careful that no statement should be left unanswered; otherwise you will not be having a complete assessment of your emotional intelligence.
6. There is no time limit for providing responses. However, you are requested to finish your work within 30 or 40 minutes.
7. If you have any doubt, please ask.

Now Start

PART-1

1. Do you think yourself a man of poor soul?
2. Do you often lose your temper?
3. Do you feel that there is no end of miseries in your life?
4. Do you often become sad by repenting over your mistakes?
5. Are your feelings get hurtled easily?
6. Do you think that your will power is quite strong?
7. Do you often say or do the things for which you have repent afterwards?
8. Does your mind go somewhere else while engaged in some task?
9. Do you remain perturbed with the fear of coming misfortunes?
10. Do you feel extremely zealous at the progress of your colleagues?
11. By observing that others are suffering, do you internally feel happy?
12. Do you sometimes get too irritated to find yourself over burdened?
13. Do you think yourself unsafe?
14. Do you sometimes think yourself insulted or a degraded person?
15. Do you hate or have allergy with so many things?
16. Are you interests and desires get changed quite soon?
17. Do you feel that there is no body in this world to show genuine sympathy for you?
18. Getting upset, do you remain aware what is troubling you?
19. Don't you realize any difficulty to express what is felt by you at a particular time?
20. Do you think that you are very much familiar with your goodness and evils?
21. Do you feel any hesitation or fear to express or doing a thing in a noble way or inventing something new with your own attempts?
22. Do you think that you can't do anything in your life?
23. Do you know well what makes you happy or sad?
24. Do you think that you can very well meet any challenge coming in your life?
25. Are you sure that you can easily win others heart?

PART-2

26. Do you like to settle issue with the person instantly who speaks ill of you?
27. Do you soon become normal after facing some adversaries in your life?
28. Do you feel that you are exercising a lot of control over the things in your life?
29. Are you able to take timely proper decisions inspite of so many contradictory desires creeping in your mind?
30. Do you usually depend upon the guidance or help from others in solving your own problems?
31. Do you execute you all tasks promptly and with full decision?
32. Do you often loose you patience and nerves by getting afraid of the failures?
33. Do you feel perturbed for a long on being insulted by somebody else?
34. Do you remain uneasy on account of your intention to take revenge on others?
35. Are you never satisfied with your work and remained worried for its future improvement?
36. Do you think that other people or circumstances are more responsible for your mistakes and improper habits?
37. Do you think that you can't do anything properly?
38. Do often feel ashamed of your looks and behavior?
39. Do you remain much anxious and agitated until you get your desired object?
40. Do you take too much time to learn a new technique by leaving the old ones?
41. Do you finish what you set out to do?
42. Whether being observed or not, do you stand for fulfilling your responsibilities properly?
43. Do you think that you must do something unique than others?
44. Do you agree that all of us should pick up the most challenging goals of our life?
45. Do you feel extremely bad by listening about your mistakes and weaknesses from others?
46. Do you sometimes lose your self-confidence in the moment of despair?
47. Whenever confronted with some tedious problems, do you always run after seeking others help?

48. Whenever you take a task in your hand, there goes something wrong resulting in the non-realization of your goals?
49. Whenever you get a task spoiled, you begin to curse yourself?
50. Do you not take any new assignment, unless inspired or forced by someone?

PART-3

51. Do you think that people nearer to you are fully trust worth?
52. Do others feel that you do not get perturbed even in the hard circumstances?
53. Do you know or try to know the type of relationship maintained by the people among themselves in your neighborhood and friend circle?
54. Do you have an intuition that one of your friend is in trouble?
55. Do you take no time in realizing that the other person is befooling you?
56. Do you realize that soon that the person talking to you is a wolf in lamb's clothing?
57. Do you agree that, whatever so it may be, we should not get ourselves involved in others affairs?
58. Do you have full trust in your friend/friends that they will stand by you at the moment of difficulties?
59. Do you realize soon that one of your friends or relatives is annoyed with you for some reason?
60. Do you know well that what type of utterances and activities make your friends or relatives feel good or bad?
61. Can you say for yourself that you are capable of peeping into the hearts of others by reading their faces?
62. Do you say with confidence that you are well aware of the goodness and evils of your intimate friends or relatives?
63. Do you know well what is expected from you by your friends or members of the family?
64. Do you know well about the likings and disliking of your nearest friends?
65. Do you realize that you are considered trustworthy and responsible by the people?
66. Do you try to place the needs and interests of others over your own?
67. Do you try to think before saying or doing something about its impact on

others?

68. Do you give more importance to the maintenance of relationship with others irrespective of the losses of gains incurred in doing so?
69. Do you get perturbed by the thought that others are observing you or your actions?
70. Do you really often realize that who are jealous of your progress?
71. Can you tell properly who are your true friends or well wishers?
72. While observing people laughing or talking, do you feel that they are laughing at or talking ills of you?
73. Do you think that you are liked by the people on account of your good behavior?
74. Of falling ill, if one your colleague enquires about your health, are you able to recognize whether he is showing a genuine sympathy of just pretending?
75. Do your friends or relatives expect from you the needed help and guidance at the time of their difficult hours?

RT-4

76. Do you easily make friendship or acquaintance with others?
77. Do you think that it is not proper to trust anybody in this world?
78. Do you not like even to talk to the people who differ with you in opinion?
79. Do you easily get sympathy or help for others?
80. Do you feel happy in helping others in their difficult moments?
81. Do you take responsibility of getting people introduced with one another on some gathering or auspicious occasions?
82. Do you often try to provide leadership to some social or group work?
83. Do the members of the community or society have reservation in coming closure to you by considering you too much different from others?
84. Do you try to listen properly and pay due respect to the people or colleagues whenever they happen to meet you?
85. Do you think that other people or your colleague unnecessary keep over watch or vigilance on your activities?
86. Do you often have quarrels with your colleagues or other people?
87. If one of your colleagues commits a mistake, do you begin to criticize him

before others?

88. Do you feel happy in congratulating others for their accomplishments?
89. Do you think instantly to help the person as soon as you hear about his problems?
90. Do you remain prepared for helping others irrespective of having ideological differences with them?
91. Can't you say "I love you" inspite of falling in love with him/her?
92. Do you think that it is better to keep distance or remaining emotionally indifferent with the strangers?
93. Do you enjoy laughing at or taunting others?
94. Instead of expressing you desires or interest by yourself do you think that the people by themselves will take care of it?
95. Do you think that it is your duty to inform your colleagues and relatives with some sad happenings irrespective of its consequences?
96. Do you try to ease tension by talking in lighter vein even in the serious moment of a task accomplishment?
97. Do you agree that it good to say a spade in conservation irrespective of its being taken in a good or bad taste by the people?
98. Would you like to avoid visiting your friends when he is sad over the demise of a relative of him?
99. Do the people relish much to work along with you on some project or to listen to you attentively during a group discussion?
100. In conversation, do you wish that the people should continuously listen to you instead of making you listened to them?

List of Research Publications:

- **Sheikh, M.D & Jahan, Q. (2012).** Study Habits of Higher Secondary School Students of Working & Non-working Mothers. *Journal of Education and Practice,* 3 (12), 119-126.
- **Sheikh, M.D & Jahan, Q. (2012).** A Study of Literacy Rate and Sex Ratio in Jammu & Kashmir". *Indian Journal of Social Development",* 12(1), 57-65.
- **Malik, A.A., Sheikh, M.D & Rafiqi, Z.H. (2012).** Role of Islam towards Peace and Progress. *Research Journal of Humanities and Social Sciences,* 3(4), 444-449.

Papers Accepted:

- **Sheikh, M.D & Jahan, Q. (2013).** Maternal Employment and Emotional Intelligence of Adolescent Students". *Journal of Psychological Research.* Madras Psychological Society, 57 (1)
- **Sheikh, M.D & Jahan, Q. (2013).** Literacy Rate of Muslim Women in Uttar Pradesh (UP)". *EDUCATIONIA CONFAB Journal.*

Paper in Communication Process:

- **Sheikh, M.D & Jahan, Q. (2013).** Effect of Gender, Family Structure and Maternal Employment on Academic Achievement of Adolescent students. *Psychological Studies,*